* ILLINOIS * LIBRARIES *

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AN EXECUTIVE HAS NOTHING TO DO*

As everybody knows . . . an executive has practically nothing to do . . . that is . . . except to decide what is to be done . . . to tell somebody to do it . . . to listen to reasons why it should not be done . . . why it should be done by somebody else . . . or why it should be done in a different way . . .

To follow up to see if the thing has been done . . . to discover that it has not been done . . . to inquire why it has not been done . . . to listen to excuses from the person who should have done it . . . to follow up to see if it has been done . . . to discover . . .

That it has been done but done incorrectly . . . to point out how it should have been done . . . to conclude that as long as it has been done it may as well be left as it is . . . to wonder if it is not time to get rid of a person who cannot do a thing correctly . . . to reflect that the person in fault has a wife and seven children and that certainly . . .

No other executive in the world would put up with him for another moment . . . and that . . . in all probability any successor would be just as bad and probably worse . . . to consider how much simpler and better the thing would have been done had he done it himself in the first place. But that would strike at the very foundation of the belief that an executive has nothing to do!

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ILLINOIS STATE LIBRARY

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SIDELL DISTRICT LIBRARY OPENS

By Mrs. Josephine Clapp*

The new Sidell District Library officially opened its doors to the public on Saturday, October first. This was the second area in the state to vote to organize a district library supported by taxes. Although approval of the voters was secured almost two years ago all the details involved in getting organized, placing a contract, and finding a librarian have delayed the actual opening of the library until this fall.

The Library occupies one room of the local town hall. Walls have been painted a light green, the floor has been refinished, and shelving has been built in to accommodate approximately two thousand books. A local carpenter built a set of reference book shelves and a charging desk which have been painted and varnished. The other furniture has been varnished and fluorescent lights and a propane gas heater installed.

A contract with the Danville Public Library provides for the services of a trained librarian two days a week and the use of fifteen hundred books from the Danville and State Libraries. The books are to be changed as demand requires. Ten Van Gogh paintings borrowed from the State Library decorate the walls.

The library is fortunate in having as librarian Miss Olive Lewis who has had training as a children's librarian. Demand for any books not in the local collection are referred by Miss Lewis to the Danville Library or to the State Library. Residents of the Sidell Library District are also permitted free use of the facilities of the Danville Public Library. Thus this small library places on our doorsteps the services of a trained librarian and the services and equipment of the State Library and the Danville Public Library.

The Sidell Library has been serving the public for three months, but it was not completed until just before the official opening. A story hour for the children on Saturday has been very popular for the past two months since it was first put into practice. A volunteer worker takes care of the library while Miss Lewis is busy with the children.

One mother made the comment that for the three months the library has been open there have been no comic books come into their home. The little girl has visited the library every time it has been open and checked out three or four books each time. A person wonders how many children read comic books simply because no better books are available. Our new library may help solve this community's comic book problem.

Invitations for the official opening of the Sidell District Library were sent to State librarians, Danville librarians, Danville Library Board Members, Illinois Library Association staff members, and to neighboring librarians and library board members. An invitation in the local paper invited everyone in the community. Cider or grape juice and a variety of crackers were served by grade school girls during the afternoon and evening.

The Sidell Library Board would like to extend its thanks to the State librarians and to the Danville librarians and Library Board Members who have made our local library possible. We should like to thank Mr. Thomas Stifler, our attorney and Danville Library Board Member, for his wholehearted cooperation in guiding us through a legal maze where there was little precedent to help us. We feel that we have pioneered in a new era of library expansion, and we shall be very happy to aid in any way we can the organization of any new district library.

* Secretary, Sidell District Library Board.

THE INDEX OF ILLINOIS PUBLIC LIBRARY CIRCULATION

Prepared by the University of Illinois Library School
Under Direction of HERBERT GOLDHOR*

THIS index is a statistical measure of the rate of circulation achieved by Illinois public libraries as compared with their circulation in 1939. The index is based on current monthly circulation reports from 36 libraries, which as a group are known to constitute a representative sample of all the public libraries in the State. The figures below are percentages based on 100 as the actual circulation of the libraries in the sample group for the corresponding quarter of 1939. The figure for each quarter is that percentage which is larger than the rates of circulation of exactly one-half of the 36 libraries for the three months in question, and is smaller than the rates of circulation of the other half of the 36 libraries. For further information on the Illinois Index and how to use it, see earlier issues of ILLINOIS LIBRARIES.

TABLE 1. ILLINOIS PUBLIC LIBRARY CIRCULATION BY THREE-MONTH PERIODS SINCE JANUARY, 1948, BASED ON A SAMPLE OF 36 LIBRARIES (Circulation for the Corresponding Three-Month Period of 1939=100).

	Jan., Feb., Mar.	Apr., May, June	July, Aug., Sept.	Oct., Nov., Dec.
1948	73	86	81	72
1949	72	85	90	

THE POPULARIZATION OF SCIENCE THROUGH CHEAP BOOKS

By J. L. CRAMMER, M.A., M.R.C.S., L.R.C.P.**

INTRODUCTION

This report will inevitably be based on personal experience and opinion rather than on ascertained scientific fact, if only because much of the information for objective factual assessment of the position has never yet been sought. The sociology of reading habits, like so much of the social sciences generally, is virgin territory for research—e.g. see L. Shucking, *The Sociology of Literary Taste* (Kegan Paul 1944)—and likely to remain so in view of the expenses of investigation. Consumer research is not a subject which will appeal to book publishers, however interesting the results, if in replacing intuition by observation all their profits are swallowed up. (A single reply-paid postcard questionnaire to Penguin Science News readers in Britain, for instance, would cost £50 for printing and postage alone: this is about the royalty the author of a Penguin book might receive on a sale of 14,000 copies). Apart from cost, research takes time, and in six weeks it is not possible to do more than sketch out an approach to its problems.

So this report must begin with a personal statement, to indicate the limitations of the author. I am an Englishman, with only a very small physical acquaintance with countries other than my own—a total of about three months spent at different times in

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** Prepared for United Nations Educational, Scientific and Cultural Organization, 1949.

France, and ten days spent in Italy in June, 1948. I know French well, and can get along in Italian and German, and I read regularly three popular scientific periodicals produced monthly in Europe, viz:—

ATOMES—13 rue Racine, Paris 6 (France).

SCIENZA E LAVORO—Via Luigi Cadorna N.9., Brescia (Italy).

UNIVERSUM—Alle Wien IX, Frankg. 4. (Austria).

This insularity of mine has drawbacks, but also advantages. The English-speaking world is a large one, and its scientists have for some time held an important place in many branches of world science; they have also been responsible for a wide range of popular books, many of which have been translated into other languages. (Table I). In contrast, I cannot call to mind any works in the slightest degree popular translated from the Hungarian, Japanese or Swedish into English, to name only three other languages, so that my Englishness probably assures me a first-hand acquaintance with some of the most widely distributed and therefore most effective books.

TABLE I. AVAILABILITY OF SOME ENGLISH BOOKS IN OTHER LANGUAGES.

A. "Mathematics for the Million" (1936), and "Science for the Citizen" (1938) by Launcelot Hogben, F.R.S.

Available in French, Italian, Spanish, Danish, Norwegian, Swedish, Finnish, Polish, Czech, German, Roumanian, Japanese, Hebrew, Dutch. (14 languages)

B. "The Mysterious Universe" (1930) by Sir James Jeans, F.R.S.

Available in French, Italian, Spanish, Danish, Norwegian, Swedish, Finnish, Polish, Czech, German, Greek, Portugese, Bengali, Dutch (14 languages)

C. "The Nature of the Physical World" (1933) by Sir Arthur Eddington, F.R.S.

Available in French, Italian, Spanish, Swedish, Polish, German, Japanese, Hebrew, Hungarian. (9 languages)

But if through nationality I have access to many good books, I am by so much the less well placed to make suggestions for improvements in popular scientific literature in large parts of Europe, Asia, and South America. If this report were by a Roumanian, an Indian, or a Mexican, it might well be totally different in its recommendations. I think a true balanced picture of the world situation in science popularization is only possible through a synthesis of reports from a whole series of regional correspondents. This matter will arise again later in a different context. (See The Meaning of Popularization.)

Another aspect of my personal limitations also requires mention: experience as a science popularizer. I am a practising physician with special training in biochemistry, and experience of successful research in that subject, and concurrently, I have written popular articles for the press, and edited since 1943 a popular quarterly review, *Science News*, for Penguin Books. Thus my experience of popularization is not particularly wide, and certainly covers only the countries of the British Commonwealth.

THE MEANING OF CHEAPNESS

This section will discuss popularization from its aspect as a part of the book trade. Economic factors influence author, publisher, bookseller, and customer, and on the assumption (which will later be questioned) that the cheaper the book the wider its circulation, the financial barriers to extensive sales must be examined.

1. *The Author.*

The most important point here is that a *cheap* book is a financial loss to its writer. Suppose a newly written book on physics is offered to Penguin books, and they publish it. Like nearly all their books it will be sold in the shops at one shilling and sixpense (£1/13). The author will get 5% of this selling-price as his royalty. If 20,000 copies are sold he receives £75. But suppose instead he had offered his manuscript to some other firm, who had issued the book clothbound in stiff boards at 10/6d. (£½). They may very well sell 4,000 copies of this, in which case at a royalty of 5% as before, the author will receive over £100. If, as sometimes happens, the author's royalty is more than 5% in the case of more expensive books, clearly he stands to lose even more by publishing cheaply.

The reason for this of course is that sales do not drop proportionately as selling prices rise. Many of the 20,000 people buying a book at 1/6d. would have paid 10/6d. for a more finished version of the same text. In addition, in Britain and similarly fortunate countries which possess a network of public libraries financed by town and county authorities, as well as numerous institutional libraries in schools, colleges and universities, a new group of customers appears for the expensive work. Libraries will buy an expensive cloth bound book which poorer readers are unable to afford for themselves, but will rightly shun a cheap paper-bound text on the ground that everyone can buy it. Of course, in countries poorly off for public (free) libraries e.g. Italy, Argentina, these customers for the costlier books only, do not exist.

2. *The Publisher.*

The publisher has to guess what will sell and takes the risk of financial failure. However, he may be prepared for failure on a particular book but publish it nevertheless because its presence in his lists confers prestige on the firm, and helps to advertise his other wares. Thus he might put out a series of scientific classics at 2/6d. (£⅛) knowing he would lose, but anxious nevertheless to be able to say that he publishes Charles Darwin's *Origin of Species*, Sigmund Freud's *Introductory Lectures on Psychoanalysis* or Lombroso's *Criminal Types*. By thus qualifying as a "good" publisher he might increase his sales of other publications. Any cheap series which reaches many readers is a form of advertising.

Nevertheless, it is not very often that a publisher will be prepared beforehand for a loss of this kind, and he may play for safety by merely re-issuing as a cheap edition a book which has already proved successful when more expensive. This also has the advantage that the author will probably not expect much of a royalty. Alternatively, a translation of a book previously successful in some other language may tempt him, though translators' fees are then an additional cost.

An important point about the choice of books published is their extremely accidental selection. Publishers depend to a very great extent on suggestions and manuscripts sent them by readers, authors, friends and relations. They are not very often initiators of schemes on their own, or found commissioning books for which there has been no previous cry. Consequently what gets published depends partly on the liveliness of readers, who may not know what they will like until they have it offered them. We return to this point again in the section on the Meaning of Popularization. Here is enough to point out that a country with a scientifically unaware public will probably be served by a scientifically unaware set of publishers, who thus leave open a field in which foreign publishers may successfully compete. Argentina, and South America generally, is poorly supplied with popular scientific literature, and recently the British firm of Penguin Books have begun to publish Spanish versions of some of their English successes (see the list in Table II). This idea is capable of much further extension, in other countries, and by other firms.

TABLE II. SCIENTIFIC PELICANS AVAILABLE IN SPANISH (1948).

Physiology of Sex	Kenneth Walker
The Inequality of Man	J. B. S. Haldane, F.R.S.
Physical Basis of Personality	V. H. Mottram
Man, Microbe and Malady	John Drew
Microbes by the Million	Hugh Nicol
Metals in the Service of Man	Street and Alexander
Why Smash Atoms?	A. K. Solomon
The Weather	Kimble and Bush
Frontiers of Astronomy	D. S. Evans
Science Versus Cancer	L. Berenblum
Plastics	Yarsley and Couzens
Explosives	John Read, F.R.S.

Average price about the equivalent of 3 to 4 shillings (£1/5).
Circulation not yet known.

These books are printed in the Argentine; it should be noted that trading and currency restrictions make it virtually impossible for books printed in one South American country to be imported into another. Thus there is a free exchange between the Peruvian sol, the U. S. dollar, and consequently the Argentine peso, which makes the sol of small value, and cheap Argentine books very expensive in Peru. Printing costs are soaring, and the outlook for cheap books in South America is very black, according to a number of correspondents.

We can generalize further about the financial behaviour of publishers in different countries, by asking two questions about each country in turn. How is the national wealth distributed throughout the population, is it fairly even, or mostly in the hands of a few rich people with many poor? Does inflation, or the threat of it exist? Obviously if there are a few rich and many poor, it pays the publisher better to produce expensive books, for within limits the rich man does not care about prices, while the poor man may be too poor to buy a book at any price. In Britain today we have something of the opposite effect, a great levelling of incomes, and part of the success of cheap editions here may be due to the great number of people now about with a little money to spend.

Inflation bears much more adversely on the cheap book than the expensive one because the former's profit margin is less. Devaluation of the currency with rising prices and wages may still leave the publisher some profit if he charged enough Greek drachmae or Italian lire to start with, but the delicately balanced costing of the cheap book is quickly upset, and ruin steps in.

The threat of inflation works also in another way. An edition of a book does not sell in a flash. It may take months or years to exhaust it by selling every copy printed, and in the meanwhile a certain amount of money is locked up in warehouse stock. When conditions are poor, a publisher may not wish to wait long for his profit, for fear of never seeing it at all. Consequently he only prints a small edition at the start, so that he may soon get his return. For example, *Science News* is limited just now to a printing of 50,000 copies per issue, which is the expected sale within two months of first appearance. But a glance at Table III, which is a partial sales list for three issues, shows that sales drift on for months, and the artificial circulation limit set inevitably diminishes the degree of popularization achieved.

TABLE III. SOME SALES OF THREE ISSUES OF "SCIENCE NEWS"

FROM 1 JANUARY TO 30 APRIL, 1948.

	No. 4. issued Aug. 1947	No. 5. issued Nov. 1947	No. 6. issued Feb. 1948
Australia	1,000	500	3,000
Austria	61	62	17
Far East	21	61	125
Holland	10	48	240
Poland	9	21	87
India	646	700	1,349

Advertising is always regarded as the publisher's affair, not the author's, or the bookseller's, and publishers of cheap books often prefer to make no expenditure in this direction. Penguin Books in England, and the "Que Sais-je" series of Les Presses Universitaires de France, for instance are not advertised in the daily or weekly newspapers, but rely for their sales on reviews in these papers, on word of mouth recommendation by readers, or merely on their massed existence on a news-stall or in a bookshop. Such methods I know from personal experience to be faulty. From time to time I hear by accident of books I would like, or come across an odd copy on a bookstall. Often I meet people who would be keen to buy particular scientific Pelicans if they were aware of their existence. What happens is that a bookshop gets in its month's stock of cheap books, and in two or three days they are sold out for the most part, and there is then no sign that they ever existed.

3. *The Bookseller.*

In Britain the bookseller keeps one-third of the selling-price of a book for himself. If a book sells at 1/6d. he keeps sixpence: if it sells at 15/-d. (£¾) he keeps 5/-d. This means that he is more interested in selling the more expensive books, and cheap books are useful chiefly as a bait to attract customers into the shop. According to the foreign sales section of Penguins, the booksellers of Florence (Italy) refuse to stock Penguins although there would certainly be a good sale for them, because they regard any profit they could make as inadequate.

Booksellers occupy a key position in the popularization of science. They can refuse to stock any book they choose, and so determine its failure. They can frighten a publisher away from conducting direct sales by post of any of his books, by threatening to ban all his publications if he does. On the other hand there may be a future for an independent cheap book publishing service, by post only, since cheap books travel cheaply in the mails, and one-third (the bookseller's third) can be knocked off their selling price, or expended on advertising.

4. *The Customer.*

So far we have assumed that the cheaper the book, the greater the sales figures: it sounds a probable thesis. Table IV shows a few actual figures, however, and these tell a somewhat different story.

TABLE IV. SALES OF SOME POPULAR BOOKS.

Title, cost, year		In Britain	In U.S.A.	Other
The Mysterious Universe				
(1930)	3/6d.			4,712 (India)
	2/-d.	150,720	—	4,531 (Australia and South Africa)
	3/-d.			
	*1/-d.	150,000		
The Expanding Universe				
(1933)	5/-d.	16,841	—	817 (India)
				1,742 (Australia and South Africa)
	*1/-d.	105,000		
Science for the Citizen				
(1936)	12/6d.	122,000	36,111	14,611 (Danish)
Mathematics for the Million				
(1936)	12/6d.	195,000	151,000	16,906 (Swedish)
				17,000 (Finnish)
Nature of the Physical World				
(1933)	8/6d.	26,213	—	892 (India)
				1,199 (Australia and South Africa)
*Plastics				
(1941, 1942, 1944, 1945)				
	1/6d.	210,000		
*Microbes by the Million				
(1939, 1946)	1/-d. / 1/6d.	145,000		
*Why Smash Atoms?				
(1945)	1/6d.	100,000		

The colossal sales of two 12/6d. books in this list, demonstrate that expense need not determine sales, though cheapness may help, of course. Apparently customers will buy more expensive books, if circumstances are good. But the most important point about Table IV is the value of a few facts. One may make all kinds of economic predictions, but the only test is what actually happens. And here a great many of the facts remain for research. As so often in science, the accepted "common-sense" view may then turn out to be wrong, merely a view based on too little evidence or on too superficial an examination. It may be that the cost of bread in any country is a guide to the capacity of the population to buy popular scientific works. I have no doubt that sales techniques, advertising, business methods used by different publishers, all make a very vast difference to a book's distribution. But the fact remains that a book is a good deal more than a trade object, and we must now leave finance, and concentrate first on the meaning of popularization, and then on its technique, the two human aspects of the popularization of science.

THE MEANING OF POPULARIZATION

It is obvious that people who buy popular science books must be literate, and also regard book-buying as a natural custom. In any population there is always some illiteracy, no matter how good the general education; and the reading of books, still more the buying

* Editions marked with asterisk are Penguin editions and the sales figures are world totals, not broken down by regions.

of them, as opposed to newspapers and magazines, is very much a cultural custom confined to certain social classes of the population. Even amongst the book-buying sections of a community, there is not likely to be much science-book buying, unless interest in science has been previously stimulated by school, radio, film, or newspaper report. Book buying in fact is a subject awaiting anthropological or sociological study. What, then, is the aim in popularization? It is simply to inform the greatest possible number of people? Or is it to persuade a non-scientific people into a hunger for scientific knowledge? Because this second aim is achieved not by sheer numbers, but by converting the leaders of the group, a small but influential section of the nation as a whole. Democracy makes no difference here: it would be enough for instance to change all the newspaper editors and journalists of Britain into scientifically well informed and interested men, to change a great deal of the outlook of the whole population of the British Isles. I think the aims of popularization differ in different countries, and a short discussion of them is necessary here.

We can dispose first of all of one or two misconceptions. The study of science does not influence a person's political common-sense. Perfectly competent scientists are found in the ranks of the extreme political Right, and also in the extreme Left, as well as all gradations between. The study of science is not a factor making for peace in the world. Japan was the foremost scientific nation of the East, Germany a scientific leader in the West, both by so much the fitter to wage war. People do not need the slightest understanding of the mechanism of the Atomic Bomb before they resolve to avoid its use in war, or to take greater care of peace.

Again, we must recognize that a programme for the increased popularization of science is open to the suspicion in some countries that it is merely a propaganda device of American trade, or an attempt to impose an American cultural outlook in countries with a different way of life. Increased interest in science probably results in an increased desire for the material benefits which science can bring, and which American industry is paramount in supplying. Enthusiasm for science is certainly a part of the American way of life, which is far from being regarded as the only route to Heaven by the greater part of the world.

This point is of fundamental importance: that each national group has its own way of life, its own ethic, which differs from that of other groups, though each way of life is self-consistent. With Polynesian tribes, which anthropologists have described in detail under the headings of marriage customs, initiations, economy, and so on, all this is well known. But it must be conceded that we ourselves exhibit similar phenomena, in every way as peculiar and ill-understood. In Italy, for instance, opera is said to command the degree of widespread popular interest reserved for football matches in Britain. In Britain, prior to 1939, science was regarded as a subject of little or no general interest, and no scientist who valued his career would write popular works except under a pseudonym. For some reason or other, this British attitude to science has changed in the last nine years. Scientists now regard it as an important duty to inform their fellow-men of their work, and the British public has become suddenly enthusiastic for information. Now what caused this change nobody knows. If we knew the mechanism we would know what to do to bring similar changes about in those countries still not interested in science. Italy, for instance, as the editor of *Scienza e Lavoro* very graphically described to me. But at present we do not know, and we may accordingly scatter our seed on stony ground: it is not enough to provide the popular books, we must also make people want to read them.

The reasons, I personally would advance in favour of popularization, fall under two headings. Firstly, material. The large mass of people in the world will enjoy better food, better health, and can have more amusing toys (e.g. television, motor-cars) if scientific knowledge is readily available, and use is made of it. But to make use of it demands not

merely a few scientists, but a crowd of trained technicians who can work the factory processes and the techniques of modern agriculture, and a population of farmers prepared to accept new agricultural methods and of citizens willing to live the industrial life. Popularization, therefore, may prepare the country as a whole for these scientific changes, but even more important is its job to attract recruits for training as technicians and scientists. One target we must always have in mind, therefore, is the older boys and girls at school, and the students in colleges and Universities. The older the man the harder he is to convert to a new idea. Our popular science books are therefore often better aimed direct at the senior schoolboy, rather than at the master who teaches him.

For the full material benefits of the modern scientific age to be obtained, further scientific research is essential. Particularly in the last thirty years, scientists have become more and more extreme specialists, immured in their own special corner of a subject. An expert on plant diseases will know nothing of atomic physics, but some knowledge is certain not merely to interest him but even to prove useful in his research work, by the mental stimulation of "foreign" ways of thought and techniques, and through the possibility of applying methods from one science to research in another.

For some time scientists, engineers, doctors, etc., have been big customers for popular science works, because even the widely read scientific journals such as *Nature* or *Science* provide articles too technical except for the extreme specialist, or too narrow in their scope to convey anything to a reader completely ignorant of that particular subject. Recently, recognizing this, some scientific societies are starting scientific reviews to "popularize" particular sciences for their members. The Chemical Society of London now publishes a quarterly periodical containing reviews of aspects of chemistry sufficiently simply and fully written to be understood even by those of limited chemical knowledge. The American Institute of Physics has similarly started *Physics Today*, a monthly which discusses and explains various fields of research in a relatively popular manner, suitable for workers in all the physical sciences. But the attempt to maintain the scientific world as one world, the aim to prevent its fragmentation through specialization, remains a main target of scientific popularization in industrialized countries such as U. S. A., Britain, Holland, Germany, and Austria.

Secondly, Cultural. This danger of cultural fragmentation applies not merely to scientists, but to the population as a whole. There is a danger, in a community using science, that the technicians may become a sort of sacred caste, the repositories and manipulators of mysteries, to be feared and perhaps hated by the non-scientific masses. Popularization should counteract this tendency. But it should also do more. It should inculcate respect for learning, and by bringing learning to all who can read, should increase men's wisdom. Scientific knowledge influences a man's view of the Universe, his ethics as well as his cosmology: the law's attitude to crime is affected for instance by the teachings of psychiatry; Government must take note of the findings of sociology, anthropology, agricultural science. This knowledge will only be able to filter through to the politicians and civil servants if it is available ready-digested i.e. popularized, whether it will thus get through depends as we have seen, on whether these people are receptive. It is still frequently the case that they are sterile soil, without interest in science, and therefore very unlikely to read any work touching the subject.

Summarizing thus far, we emphasize that the population is heterogeneous. Six thousand three hundred and sixty-nine persons bought *The Growth of Physical Science* (price 12/6d) since its publication just over one year ago. But this means so many clergy, so many schoolboys, so many school teachers, so many physicists, so many public libraries, and so on; and the influence a book has depends not so much on its total sale, as on who reads it. Considered in this light, some sales figures are seen to be unsatisfactory. There are for instance about 56,000 doctors in Britain today, one-tenth of whom may be specialists. It is conceivable that the 6,369 copies of *The Growth of Physical*

Science by Sir James Jeans were purchased entirely by members of the medical profession: or perhaps they were all sold to the 18,000 scientists who belong to the Association of Scientific Workers. Perhaps between them they bought three-quarters of all the copies (105,000) sold of *Beyond the Microscope* at 1/6d.

To study the sales by groups for the whole of Britain is a big research undertaking. The matter can be tackled in another way by studying reading habits in a single town. I happen to have collected a little information about Leicester, a medium sized industrial city with a University college of about 500 students, as well as a technical college and many schools. Table V shows the population of the city and of certain groups within it, and also the numbers of books borrowed from the central free public library in one year.

TABLE V. POPULATION OF LEICESTER AND INTEREST IN SCIENCE.

Total population 1937		263,000
Total population 1947 (all ages)		278,000
Consisting of:		
Doctors	130	
Druggists	80	
Graduate teachers	246	
Non-graduate teachers	394	
Works chemists	(approx.) 50	
University College (all faculties)	500	
	(approx.)	1,400
British Association for the Advancement of Science Leicester meeting (1933) 750 local members.		
Free Public Library: total issues of non-fiction books (1946-1947)		121,547
Issues of *Science* books only		6,833

These figures are of course very incomplete: no indication of the proportion of school children, for instance, is quoted. What they do serve to do, however, is to indicate general orders of magnitude. We see that in a city of over a quarter of a million, something under 7,000 science books are issued in the year, a figure which is only 5.6% of the total non-fiction issued. If all the doctors, teachers, pharmacists and chemists of the city withdrew a science book from the library once every two months, that would account for almost the total withdrawals.

Another method of investigating reading customs is to study the withdrawal rates of books from the free library by studying the date stamps, giving the time allowed for reading at each loan. Table VI gives three popular works, and one standard textbook for comparison. Again, such a brief table, and small range of works, is chiefly valuable in giving an order of magnitude for borrowing. We see that only a very successful work is borrowed as much as once a month, and that a textbook may be out several times a year, so that in the 6,800 annual withdrawals of science books, a proportion are work-books used by science students. Since fourteen days are allowed by the library for reading a book, in theory a book can be issued at least twenty-six times a year. It is thus evident that the library is not working to anywhere near the capacity in its loans of popular books, a fact already evident since less than 6% of non-fiction withdrawals are in scientific subjects. Since this is in an industrial city, at a time when Britain is experiencing more public interest in science than for a long time past, the point from which this section of the report commenced is once again borne out. The provision of suitable books, cheaply or even free, is not enough to popularize science. The public must also *desire* to read them.

TABLE VI. YEARLY ISSUE OF CERTAIN SCIENCE BOOKS FROM THE FREE LIBRARY.

Title	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948
Essays in Popular Science (Julian Huxley, 1926)	1	2	7	7	2	6	8	3	2	1
		Average per year 3.9								
		Comment: higher in 1929/38								
Inequality of Man (J. B. S. Haldane, 1932)	3	8	13	16	9	8	14	8	9	6
		Average per year 9.4								
		Comment: only sold 75,000 copies in Penguin edition								
Stars in their Courses (Sir James Jeans, 1931)	3	11	12	8	8	7	13	6	8	8
		Average per year 8.4								
Modern Theories of Organic Chemistry (Watson, 1937)	5	4	7	8	9	1	7	7	1	0
		Average per year 4.9								
		Comment: Typical higher textbook								

In the next section we discuss some factors in producing this state.

THE TECHNIQUE OF POPULARIZATION

The format of a book undoubtedly has some influence on its sales, and apart from reasonable typography and design, a very important and much neglected factor is illustration. The majority of popular science books published lack adequate photographs and even line drawings, and these are often badly placed. One difficulty is to get suitable photographs, because the ordinary press photographic agencies only accidentally carry scientific photographs, and scientists are usually very careless about pictures taken to illustrate their papers. Consequently an author who has not suitable pictures of his own must either have some specially taken, often a very expensive matter, or worry research workers whom he thinks may perhaps have a suitable picture tucked away in some drawer; or, otherwise, copy a picture from some scientific journal. This last method is disliked by publishers because there is an inevitable loss of definition and detail in the copy, and the resulting picture is inferior. Another trouble with photographs is that to get good definition, they have to be printed on special, more expensive paper. The result is that all the photographs are printed separately, and bound into the book in one or two places, instead of close to the section of the text which they illustrate. Continental European publishers often grudge the better quality paper and print their photographs as smudges on the ordinary page. It is this poor quality reproduction which spoils the otherwise excellent cheap series "Technics Today" (Quaderni civilta della tecnica) of Poligono societa editrice in Milano. Books on steel, wood, aluminum, light alloys, electrical energy, etc., are lavishly illustrated, the left-hand page carrying the text, the right-hand page the relevant pictures, making an attractive series of cheap monographs.

Publishers apparently begrudge the space to line diagrams also, and in this matter Britain and America are as bad as the French. Diagrams are often unclear, and almost invariably too small and inadequate in number. The enormous success of *Science for the Citizen* and *Mathematics for the Million* (See Tables I and IV) is in a great measure due, in my opinion, to the excellent diagrams, clear, large (they are not afraid to occupy a whole page) and frequent. The secret of this was that a special artist was appointed to work with the author on their production. In other books, an author so often does them himself, or gets some hack draughtsman who does not properly understand what is required, that the final results are bound to be mediocre. Plenty of good illustration not merely breaks up the text, and makes it less indigestible for the reader by offering variety

to his eye and stimulating his flagging curiosity, but is also often able to make crystal-clear to his intelligence something which would otherwise require a page or two of words. There is a great future for the really well illustrated book.

But one word of warning is necessary: the same kind of illustration does not appeal to everyone, and it is necessary to take account of local feeling. Thus American science publishers, like Americans in other fields, lay great emphasis on pretty girls. Nearly every issue of a monthly popular magazine, *Science Illustrated,* produced by the McGraw-Hill Company, works a pretty girl into its cover somehow. Quite a number of photographs used to illustrate science features in this and other magazines merely show a girl looking through a spectroscope, or standing by a cyclotron, or whatever the ostensible subject is. This may be effective popularization for the United States, but it would be a flop in, for instance, Britain. Other peoples, other customs.

The actual writing of the book presents many problems for the unwary. The prime difficulty is that a good writer is not usually a scientist, and a scientist is rarely a writer, and perhaps the successes of the future will come from joint authorship, a professional journalist putting onto paper in an easily comprehended form, the ideas and facts the scientist has to offer. When writing popular works scientists tend to write textbook style. That is to say they develop their theme in a logical order, but not necessarily in the most interesting or most fundamental manner. A textbook, after all rarely deigns to begin by explaining why the subject exists at all; it assumes a desire to learn and a tenacity in the face of arid pages on the part of the student. But the man-in-the-street is not prepared for intense effort, reading perhaps in his own leisure time, and all kinds of questions and misconceptions exist in his mind and must first be dealt with, though some of them would be ridiculous in an elementary student, or anyway cleared up in the first lectures he attends.

Writing in textbook style also often means lifting whole lifeless phrases out of textbooks instead of writing in plain honest lively language. Scientists are often so immersed in their own subjects that they are unable to comprehend the ignorance of others, or have forgotten the fundamental observations and arguments on which the everyday concepts and formulae are based. Thus viscosity to the scientist is a sort of household word, involved in a couple of well-known equations. Set him to explain anomalous flow viscosity and molecular asymmetry and as like as not he will produce something quite hopeless, having quite forgotten to explain what viscosity means, i.e. what experimental observations the idea is based on, what its history is, which is the only quick way to convey the matter to the layman. Technical terms can always be dodged or explained, but the lazy or limited writer gives up very easily, and slips them into his writing.

To summarize this very brief comment on the writing of popular works it is enough to say this. The writing of popular science is an art, requiring a great deal more imagination in its execution than the production of a textbook or a formal scientific paper. It has to be fascinating and lively and clear to read, it has to stimulate the reader's imagination and thought and excite him with vistas of novel possibilities. It must not approach its subjects along the orthodox lines of Physics or Chemistry, or Geology, keeping within the artificial boundaries of academic subjects, but leap across from one to the other picking out whatever is relevant to its given theme. How do prehistorians date the past? By geological dating, by radioactivity essays, by pollen analysis (botany), by comparative cultural studies (material archaeology)—this is an instance, one out of thousands, of a subject which draws on half a dozen sciences. In the end, the popular scientific work stands or falls by the same criterion as any other general work on history, the arts, travel, biography, or what not: has it imagination?

One reason for the success of *Science for the Citizen* and *Mathematics for the Million,* which teach a great deal of the orthodox science and applied mathematics known by a science student beginning his University course, to the home reader prepared to concentrate hard, is that the reason for every step is explained, both historically and in terms of social purpose—a novel proceeding for a textbook, which thus becomes enormously more

interesting. But it is important to remember there are many kinds of popularization. The teach-yourself-this at home is one kind of work, for those already considerably interested and anxious to learn, on their own, in their own time. But scientific romances by Jules Verne, H. G. Wells, and their many imitators, and the children's tales produced by Russian writers represent an early stage of development of awareness of science. For older children and adults biography is an important mode of popularization. *Madame Curie* by Eve Curie had an enormous success in many languages, and introduced laymen to one aspect of science.

The Italian firm of La Scuola of Brescia has produced about thirty cheap (lire 150—1/6d.) lives of famous scientists—an international list which includes Martel and Casteret (the French Speleologues), Darwin, Edison, Faraday, the Swiss botanist De Candolle and so on. A work which aroused my own interest in chemistry, when I was twelve years old was *Crucibles: The Lives of Great Chemists* (1931) by Bernard Jaffe, a Professor of Chemistry at Columbia University, New York—and helped to direct me to a scientific career.

Books on Natural History, if it is scientifically done, and not treated sentimentally, anthropomorphically, or as a sport, form another excellent introduction to science. In Britain a book such as *The Life of the Robin* by David Lack, or a small volume on Bird Migration has an enormous appeal, if only because of the many people for whom bird-watching is a hobby. Science introduced through personal observation is always more attractive and more successful than science introduced only to the armchair. The great popularity of books on Astronomy is partly due to the fact that the stars and the moon are there to be seen by all, nightly; though of course the appeal of immense distances and strange universes, and their influence on our cosmology, is also very potent. *Microbes by the Million,* a Pelican book by Hugh Nicol, a soil scientist, broke new ground by describing at intervals simple home experiments to be done without any special apparatus in the kitchen, which illustrated all the chief points in his account of the behaviour of different soil micro-organisms.

This is a principle capable of great extension. There is a shortage of books on meteorology for the general reader even in Britain and America. Many scientifically backward countries might take to local scientific natural history: books on Caves, for instance, appealing in mountainous (especially limestone) territory.

In Britain, America, and France, if science is not successfully popularized by books, it is not because the books do not exist, for there are plenty published. The reason must be either in the poor quality of many of the books, or in lack of interest amongst the public, as already outlined. But in Spanish speaking territories, in India, China, Arabic-speaking countries, to name four enormous groups, demand exceeds supply. Here it is a question of persuading suitable publishers to issue cheap translations in the appropriate languages, and cheap means cheaper than the books already available, cheaper than the equivalent of 4/-d. to 6/-d. (£1/5 – 1/3). In other countries, such as Italy, it may be that the life of the country does not yet include science as an important factor, and it is an open question how to change such an attitude. I doubt whether cheap books can do the job.

SUMMARY AND RECOMMENDATIONS

1. Really cheap books may mean financial loss to author, publisher, and booksellers, owing to the small profit margin. Advertising is uncommon.

2. The choice of books published is accidental, or based on readers' requests.

3. Readers are not a homogeneous group, but consist of teachers, politicians, railway-men, schoolboys, engineers, doctors—and so on. Popular science is often read by specialist scientists.

4. Illustration in popular works is usually inadequate; style may be pedestrian.

5. Subject matter is of first importance: natural history, astronomy, meteorology, and anything which can be linked with the reader's personal experiences, are best.

SALARIES AND WORKING CONDITIONS OF LIBRARY EMPLOYEES, 1949

SALARIES of library employees in the United States average $2,575 a year, according to a survey made early this year by the U. S. Department of Labor's Bureau of Labor Statistics in cooperation with the American Library Association. Preliminary results of the study show that the average professional library employee receives $3,050 a year while the corresponding salary for nonprofessional workers is $1,975.

Highest salaries, both for professional and nonprofessional workers, were reported in the Border States including the District of Columbia, where a large proportion of all library employees work for the Federal Government. The Pacific Coast ranked second in salary levels, followed by the Middle Atlantic, Great Lakes and Mountain regions. The lowest pay for professional workers was found in New England and the Middle West, but the Southwest ranked lowest for nonprofessional workers.

Considering public libraries alone, highest salaries were received on the Pacific Coast; lowest salaries were reported for professional workers in the Middle West and for nonprofessional workers in the Southeast. Salaries were lower on the average for professional employees in public than in other types of libraries; this difference may be due at least in part to the concentration of other libraries in relatively large communities. Salaries of nonprofessional workers were also slightly lower in public libraries than the average for all other libraries considered as a group. Professional employees in public libraries averaged $2,825, while nonprofessional employees received $1,925 on the average.

During a period of 3 months prior to this study, less than 10 per cent of the employees received any supplementary income from library work in addition to their salaries. The supplementary income received by these employees typically amounted to less than $15 a month.

The most usual workweek for library employees is 40 hours; this schedule was reported by about 3 out of 5 nonprofessional and about half the professional employees studied, both in public libraries and in all libraries considered as a group. Most of the remaining workers worked less than 40 hours; altogether over four-fifths of all full-time library employees were on schedules of 35 to 40 hours. Work schedules of more than 44 hours were rare.

The 40 hour week was most common in the Border States and on the Pacific Coast. Shorter workweeks were most usual in New England and the Middle Atlantic States; the Southwest had the largest proportion of library employees on schedules of more than 40 hours.

Since many libraries are open during the evening, the schedules of about half the professional and a third of the nonprofessional employees included evening work. Split schedules, with employees being off duty for more than their meal period during the middle of their workday, were less common than evening work. About 1 out of 6 professional and 1 out of 8 nonprofessional workers worked divided shifts at least one day a week. Generally both evening work and split shifts were limited to one or two days a week. Both practices were least common in the Border States; evening work was most widespread in New England, the Great Lakes States and the Middle West, while split shifts were most usual in the Southeast.

Library employees typically receive holidays with pay. Most commonly, they get 9 or more holidays annually, though substantial numbers reported 6 or 8 holidays a year. New England and the Middle Atlantic States led in the proportion of workers receiving 9 or more holidays.

Almost all library employees were entitled to paid vacations and to paid sick leave. The most typical vacation provisions were 4 weeks or a month annually for professional employees and 2 weeks for

* Prepared by Bureau of Labor Statistics, U. S. Dept. of Labor, Sept., 1949.

nonprofessional employees; for both groups of workers the most usual amount of sick leave provided was 10 to 12 workdays a year.

About three-fourths of the professional and two-thirds of the nonprofessional workers in libraries reported that they were covered by some type of retirement pension plan. Almost all of these were private retirement plans; few employees were subject to Federal social security provisions. One out of 4 employees reported that they were covered by some other type of insurance paid for at least in part by the library. Accident, hospitalization, and life insurance were about equally common. Provisions for retirement pensions were most widespread in the Border, Pacific, Great Lakes, New England and Middle Atlantic regions, while the latter three regions, together with the Mountain States, led in provisions for other types of insurance.

Salaries, including methods of determining pay increases and opportunities for promotion, were the most frequent complaint of library employees, although there was no aspect of work on which as many as half of the library employees participating in the survey expressed dissastisfaction. A good deal of dissatisfaction was also voiced about lunch, rest room and locker facilities as well as physical working conditions. There was general satisfaction among both the professional and nonprofessional employees with their jobs as a whole.

Information for the survey was collected by means of a mail questionnaire filled out by representative members of library staffs throughout the country. Altogether more than 19,000 professional and nonprofessional employees participated in the study.

TABLE 1. AVERAGE[1] ANNUAL SALARIES OF LIBRARY EMPLOYEES, BY REGION, 1949[2]

Region [3]	Average[1] annual salaries of —		
	All employees	Professional employees	Nonprofessional employees
United States	$2,575	$3,050	$1,975
New England	2,200	2,600	1,775
Middle Atlantic	2,625	3,075	1,950
Border States	2,775	3,575	2,425
Southeast	2,300	2,825	1,675
Great Lakes	2,575	3,075	1,950
Middle West	2,150	2,575	1,725
Southwest	2,300	2,775	1,775
Mountain	2,550	3,050	1,875
Pacific	2,850	3,300	2,225

[1] Median.
[2] Annual salaries reported in January, 1949. Salaries do not include cash equivalent of any maintenance provided by employer.
[3] The regions used in this study were:
New England ..... Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont;
Middle Atlantic .... New Jersey, New York and Pennsylvania;
Border States ..... Delaware, District of Columbia, Kentucky, Maryland, Virginia and West Virginia;
Southwest ..... Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina and Tennessee;
Great Lakes ..... Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin;
Middle West ..... Iowa, Kansas, Missouri, Nebraska, North Dakota and South Dakota;
Southwest ..... Arkansas, Louisiana, Oklahoma and Texas;
Mountain ..... Arizona, Colorado, Idaho, Montana, New Mexico, Utah and Wyoming;
Pacific ..... California, Nevada, Oregon and Washington.

TABLE 2. PERCENTAGE DISTRIBUTION OF LIBRARY EMPLOYEES, BY ANNUAL SALARIES, 1949[1]

Annual salaries	Per cent of employees in —		
	All positions	Professional	Nonprofessional
Under 1,000	0.6	0.3	1.0
$1,000 and under $1,200	1.0	.4	1.9
$1,200 and under $1,400	3.5	1.4	6.5
$1,400 and under $1,600	5.2	1.5	10.5
$1,600 and under $1,800	6.6	2.0	13.1
$1,800 and under $2,000	9.7	3.4	18.6
$2,000 and under $2,200	8.1	4.5	13.4
$2,200 and under $2,400	7.1	4.7	10.6
$2,400 and under $2,600	9.0	8.5	9.9
$2,600 and under $2,800	8.3	9.7	6.3
$2,800 and under $3,000	7.1	9.9	3.1
$3,000 and under $3,200	7.2	10.9	2.0
$3,200 and under $3,400	5.1	7.9	1.1
$3,400 and under $3,600	3.2	5.0	.7
$3,600 and under $3,800	3.7	6.0	.4
$3,800 and under $4,000	2.7	4.4	.3
$4,000 and under $4,200	2.6	4.2	.2
$4,200 and under $4,400	1.7	2.7	.2
$4,400 and under $4,600	1.7	2.8	.1
$4,600 and under $4,800	1.0	1.7	(2)
$4,800 and under $5,000	.9	1.5	(2)
$5,000 and under $5,400	1.3	2.2	.1
$5,400 and under $5,800	.8	1.3	(2)
$5,800 and under $6,200	.6	1.0	(2)
$6,200 and under $6,600	.3	.5	—
$6,600 and under $7,000	.2	.3	(2)
$7,000 and over	.8	1.3	(2)
Total	100.0	100.0	100.0
Average [3]	$2,575	$3,050	$1,975

[1] Annual salaries reported in January, 1949. Salaries do not include cash equivalent of any maintenance provided by employer.
[2] Less than 0.05 of 1 per cent.
[3] Median.

TABLE 3. AVERAGE[1] ANNUAL SALARIES OF PUBLIC LIBRARY EMPLOYEES, BY REGION, 1949[2]

Region	Average[1] annual salaries of —		
	All employees	Professional employees	Nonprofessional employees
United States	$2,350	$2,825	$1,925
New England	2,200	2,475	1,825
Middle Atlantic	2,500	2,875	2,000
Border States	2,550	2,900	2,000
Southeast	1,875	2,450	1,575
Great Lakes	2,425	2,925	1,975
Middle West	1,925	2,275	1,700
Southwest	1,900	2,425	1,650
Mountain	2,050	2,425	1,800
Pacific	2,650	3,075	2,175

[1] Median.
[2] Annual salaries reported in January, 1949. Salaries do not include cash equivalent of any maintenance provided by employer.

TABLE 4. SCHEDULED WEEKLY HOURS OF PROFESSIONAL LIBRARY EMPLOYEES, BY REGION, 1949

Scheduled weekly hours	Per cent of employees in –									
	United States	New England	Middle Atlantic	Border States	South-east	Great Lakes	Middle West	South-west	Moun-tain	Pacific
Less than 35 hours	4	5	5	3	5	5	5	2	5	3
35-37½ hours	17	36	28	6	9	14	10	6	16	12
38-39 hours	21	19	28	15	21	21	17	21	27	13
40 hours	47	31	37	73	48	47	42	35	39	68
41-42 hours	5	4	1	1	11	9	13	14	8	1
43-44 hours	3	2	(1)	2	2	2	10	15	3	1
Over 44 hours	2	1	(1)	(1)	3	1	2	7	1	1
Other schedules	1	2	1	(1)	1	1	1	...	1	1
Total	100	100	100	100	100	100	100	100	100	100

[1] Less than 0.5 of 1 per cent.

* * *

"In considering the dangers that confront us, and in trying to guess what lies ahead for man, I find myself agreeing with Samuel Johnson's friend who observed: 'I too have tried to be a philosopher; but I don't know how, cheerfulness kept breaking in.'"

—From The Inaugural Address of James Roscoe Miller, President Northwestern University.

* * *

FOR SCHOOL LIBRARIANS

LOUISE ANTHONY, Editor*

CHILDREN THAT BOOKS LIKE

By LOUISE KESSLER*

THE books on the shelves of a library are meek. They are patient. They stand in ordered rows on many shelves, and wait for children to choose them—to take them up, look them over and, perhaps, to replace them again on the shelf. Beyond everything else, the books like children with seeing eyes — eyes that see beyond new bright colored covers and lovely illustrations to those other books on the shelves with plainer well-worn covers in sober hues, or books with odd strange titles. Alas, these books cannot ballyhoo for themselves. If only they could attract the children's attention in the manner of a barker at a circus.

Kipling's *Jungle Book,* old and rather shabby from much handling, almost unnoticeable on the shelf might say, "Right this way, boys and girls. Right this way! Read about Mowgli, the wonder boy! Mowgli who was raised with the wolves in the jungle. Here is a mighty book, boys and girls, which, once read, will never be forgotten. Read about Bagheera, the Black Panther, Shere Khan, the tiger, and the great Rock Snake, Kaa! Read the breathtaking story of Rikki-tikki- tavi, the little mongoose, who killed Nag, the Python. Step up, boys and girls, choose the *Jungle Book,* by Kipling. Right this way for the *Jungle Book!*"

Only children with seeing eyes will find the *Jungle Book* on the library shelves, and so with many other fine books with inspirational reading hidden within plain covers. How nice it would be if these books could flash tiny electric signs to attract boys and girls. The *Peterkin Papers,* an old-timer of a book but still a treasure, might flash the sign "Read Me and Chuckle." For this book about the slow-witted Peterkin family is full of chuckles and laughs for the reader.

Children with seeing eyes will find The Lavender Cat, The Silver Robin and The Little White Horse and know these creatures are true companions of that small menagerie of book animals who live forever in childish memories.

The *Moffats, Paji,* and *The Avion My Uncle Flew* all have strange titles that are easier skipped than spoken. Most children replace these books on the shelf, but not all—some boys and girls greet Jane Moffat with chuckles and Paji with unblinking interest and the avion with a non-stop attention only a good book deserves.

Some children's eyes are as sharp as Sherlock Holmes' in making one enjoyable book point the way to another. Thus the boy who liked Stuart Little ferreted out another good mouse story — *Lady Green Satin and her Maid Rosette.* The girl who checked out The Wind in the Willows so many times soon discovered The Hobbit. And a close friend of Heidi found An Ear for Uncle Emil.

Next to the seeing eye, the books in the public library hope that children may have a poetic ear—an ear for the lilt and rhythm of fine prose as well as poetry. Oh, lucky are the boys and girls who recognize the

* Children's librarian, Withers Public Library, Bloomington, Ill.

golden words that sing to them of a new world of magic and mystery. The ten year old boy who had ridden with Diamond at the back of the North Wind knew the music of beautiful prose. "Here is a good book," he said to the librarian. "I've read it over and over, but it's a funny thing. I never could understand it." What he could not understand was that North Wind was Death. But he could feel the beauty and wonder of the book and someday understanding would come to him.

Children with poetic ears find that even the titles of some books are miniature poems — *Sung Under a Silver Umbrella, Benjamin West and his Cat Grimalkin, Watch for a Tall White Sail* and *Three Golden Rivers.*

Some titles sound like silver bells—*Stars Tonight, Peacock Pie, Betsy-Tacy and Katy-No-Pocket;* some echo like thunder in the mountains—*Popo's Miracle, The Great Geppy, Brendon Chase, Li Lun, Lad of Courage, King of the Wind.* There are titles that whisper like tranquil rain—*Little Boy Lost, The Silver Robin, Dobry, Early Moon;* and others that clash like cymbals—*The White Stag, The Matchlock Gun, Paul Bunyan and his Great Blue Ox.* Some titles laugh out loud — *Miss Pennyfeather and the Pooka, Little Toot, Mr. Popper's Penguins, Winnie the Pooh;* and others softly weep—*Wait Till The Moon Is Full, Rain Drop Splash, Blue Willow, Alice-all-by-herself* and *Floating Island.*

After the seeing eye and poetic ear, library books appreciate in children a loyal heart. The books know. Dr. Dolittle's tall silk hat takes on a special shine; Mary Poppins' speech becomes a shade more peppery and Ameliar-anne hugs her green umbrella still closer when old friends draw near. Loyal hearts bring to books long life. And the book read and re-read by many children becomes a magnet. Even the tiny child feels the magic pull of the *Story About Ping* and *A Child's Goodnight Book.* Why do young hands reach out for *Caddie Woodlawn, Roller Skates, Little House in the Big Woods* and *Lassie-come-home* over and over again? Who can tell? But the books are thankful. As long as there are loyal hearts for certain books, those books will live.

Happy is the child with a spirit of imagination and happy are the books to find that child. What sends the imaginative child unerringly to the shelf where *Miss Hickory* stands waiting? What tells the sensitive boy he'll like *Benjey and the Beast* or *The Three Royal Monkeys?* Does the good fairy whisper to children where to find *Malcom Macbeth* and the *Velveteen Rabbit?* No one knows why one child is entranced with *The White Goose* and another child turns only one page.

But the spirit of imagination is as wide as the sweep of the winds that circle the world. Whimsical, adventurous and long-ago books like children with imaginative spirits. These books are eager to capture their attention and they repay the children's friendship with a lifetime's memory of joy.

Last of all the books in a library appreciate loving hands that have learned to touch books with love and care. Seeing eyes, poetic ears, loyal hearts, imaginative spirits, and loving hands — children with these are thrice welcome in the public library.

BOOKS THAT CHILDREN LIKE

SEEING EYES

An Ear for Uncle Emil—Gaggin
The Hobbit—Holkein
The Lavender Cat—Lowrey
Big Susan—Jones
The Avion My Uncle Flew—Fisher
The Middle Sister—Mason
Lending Mary—White
The Silver Robin—Marshall
Alice-all-by-herself—Coatsworth
Peterkin Papers—Hale
Calico Bush—Field
The Moffats—Estes
Nobody's Doll
Paji—Kiviat
My Father's Dragon—Gannett
Blue Willow—Gates
Thimble Summer—Enright
Swamp Boy—Cromack
The Middle Button—Worth
I Hear of a River—Singmaster

Misty of Chincoteague—Henry
Sensible Kate—Hates

THE POETIC EAR

The Tall Hunter—Fast
Rootabaga Stories—Sandburg
Benjamin West and his Cat, Grimalkin—Henry
Three Golden Rivers—Price
Dobry—Shannon
For a Child—McFarland
Rabbit Hill—Lawson
The Divided Heart—Lewiton
Bengey and the Best—Baker
Bridled With Rainbows—Brewton
The Hundred Dresses—Estes
Brendon Chase—B. B.
Early Moon—Sandburg
Daughter of the Mountains—Rankin
Li Lun, Lad of Courage—Treffinger
The White Stag—Seredy
Little Boy Lost—Hudson
Johnny Maple-Leaf—Tresselt
Wind in the Willows—Grahame

THE LOYAL HEART

Ola—D'Aulaire
Mary Poppins—Travers
The Good Master—Seredy
Mr. Popper's Penguins—Atwater
Ameliar-anne and the Green Umbrella—Heward
Abe Lincoln Grows Up—Sandburg
The Wonderful Locomotive—Meigs
Betsy-Tacy—Lovelace
Little House in the Big Woods—Wilder
Little Jonathan—Mason
Winnie-the-Pooh—Milne
Tales from Grimm—Gag
Little Toot—Gramatky
Dr. Dolittle—Lofting
Lassie-come-home—Knight
Caddie Woodlawn—Brink
Uncle Bennie Goes Visiting—Brock
Roller Skates—Sawyer
The Matchlock Gun—Edmonds
The Black Stallion—Farley
The Saturdays—Enright
Silver Chief—O'Brien

SPIRIT OF IMAGINATION

Stuart Little—White
The Plain Princess—McGinley
The Doll Who Came Alive—Tregarthen
Somebody Else's Shoes—Lowe
Many Moons—Thurber
Floating Island—Parrish
The Dolls' House—Godden
The Great Geppy—DuBois
Swallows and Amazons—Ransome
Little White Horse—Goudge
Twig—Jones
Miss Hockory—Bailey
Malcom Macbeth—Storm
Magic Bed-Knob—Norton
Jack Tales—Chase
Three Royal Monkeys—DelaMare
Velveteen Rabbit—Bianco
Miss Pennyfeather and the Pooka—O'Faolain
The White Goose—Tudor

THE LOVING HAND

The Lazy Beaver—Boden
King of the Wind—Henry
The Little House—Burton
Abraham Lincoln—D'Aulaire
Rain Drop Splash—Treseelt
Rainbow for Me—Kiser
Playtime in Cherry St.—Bianco
Pit Pony—Banning
Matilda's Buttons—Hunt
The Big Snow—Hader
Katy-No-Pocket—Payne
Make Way for Ducklings—McCloskey
Tait Till the Moon is Full—Brown
Blueberries for Sal—McCloskey
Mother Goose—Tudor
Little Wooden Doll—Bianco
Red Light Green Light—Mac Donald
One is the Engine—Meeker
Angel Child—Teal
Madeline—Bemelmans
Fish in the Air—Wiese
Little Wild Horse—Beatty
What Every Young Rabbit Should Know—Denison

* * * * *

A series of eleven discussional type slide-films, "Safe Practices In Metal Working Engine Lathe," provides a total of 761 illuminated teaching pictures, to meet the needs of school-shop, trade-school, and industrial metal working organizations generally. They are designed for basic

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ELEMENTARY SCHOOL LIBRARIES IN THE STATE OF ILLINOIS AS I SEE THEM

By VIOLA JAMES*

MY work of teaching library science classes through the Division of University Extension, University of Illinois, has brought me in close contact with elementary schools from Winnebago County in the north to White County in the southern part of the state. The students taking the course, *Library Materials for Children*, were classroom teachers representing both city and rural schools. In attempting to make the course as practical as possible, I tried to visit schools represented by the students to determine their problems and to fit assignments to help solve their library and materials difficulties. The term "elementary" includes both the eighth grades of an 8-4 system, and the nine grades through the junior high of a 6-3-3 plan. This report will concern only thirty elementary schools, a very small number to represent the many in Illinois; but I believe these conditions to be cited form a pattern indicative of conditions in the state.

Of the thirty schools visited, ten were one room rural schools, the remaining twenty were buildings housing three to eight grades. The rural schools had shelving of some kind, some glassed in cases, others open shelves with special library corners equipped with a table and chairs. Several had book displays on bulletin boards; one had a reading chart and thermometer. The large per cent of these schools were taking advantage of the collections of books available from the State Library through the bookmobile units.

Of the twenty schools which housed more than one grade, eight had classroom libraries. In an analysis of them I found two were in process of dismantling a centralized collection. One of these was housed in a room too small for children to come in to use a library; it held only the shelving and a small table with chairs. There would have been space in the large hall on the second floor for a library; but no one had experienced good library services, so the need was not felt. The other school was dismantling a room and placing the collection in classrooms. A good central library could have been established in this room; it was large enough for the student enrollment, light and centrally located. In the remaining six schools of this group there were no available rooms for a central library. This should mean that each classroom would be sufficiently supplied with shelving and materials for the reading levels and interest, but that didn't prove to be true.

Twelve schools of the twenty, which housed more than one grade, had centralized libraries. Two of those brought their books together in halls on the second floors. Only one had a charging desk. The physical aspects of the others varied from one with a "story-telling" rug surrounded by properly fitted tables, chairs and shelving to others of almost every description of equip-

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ment and materials. One of this group was a study hall library.

In these twelve schools the training of the person in charge, as well as the time spent in the library, varied with each school. Only one had a fully trained, full-time librarian. One spent the full day in the library; one spent all but one period of the day in the library. One school had a person in charge all day, but she came with no library training or experience. Three teacher-librarians spent one or two days per week in the rooms; four teacher-librarians taught a full day taking care of library duties evenings and Saturdays; and the remaining person was a teacher-librarian from the fact that she had one-half of each day for library work, but she had no training.

Let us leave these statistics to think of the goals toward which we are striving if our libraries in the elementary schools are to give maximum service in an enriched curriculum. Where it is physically possible in the plant there should be a central library for each building with good classroom collections in every room. According to the size of the school there should be either a fully trained teacher-librarian or a fully trained, full time librarian in each building. A centralized system for mechanical processes of materials should be organized to give the librarians time to spend with the teachers and the students. Library facilities should be available to children for at least eleven months of the year and our last goal to be mentioned here, that of every teacher a library-conscious person.

Can we ask ourselves now why there is such a wide space between our attainments and our goals? Can we face some rather "cold facts" that have been given by our superintendents and principals when discussing library problems? "I have yet to see the value of such library facilities as you are talking of." "You librarians have not made your work so important to the curriculum and personnel of the school that when times of stress come we don't remove the library." "Librarians don't know of new curricula." These statements have been given to me again and again. Administrators go on to explain that librarians haven't kept up to date with new methods of teachings, new uses for audio visual aids and haven't kept abreast with new plans for library building. Reports of activities, publicity and regular library statistics have not been given to the administration and the school boards of education. Those on the outside, who might be interested, have not been informed of the library with its relationship to each class and its other activities. In one city with a number of elementary schools there were only two with central libraries and full time librarians. When I inquired about the lack of uniformity, I was told that during the depression when funds were curtailed, the libraries were the first "extras" to go—all but two—those librarians had made their services and facilities so important that the principals refused to let them go.

Another fact so often brought out is that there would be no trained librarians available to place in these libraries if they were organized.

From the teacher-librarians I receive facts just as true as those given by the administrators. "We have no money." "Principals don't understand how much time it takes to get the books ready for circulation and to keep up a card catalog." "My superintendent has no confidence in my book selection."

These are representative conditions existing in elementary schools in Illinois, but to give a fair report, I must also tell you of the beacon lights that are appearing to encourage us. In many of the new consolidated school areas supervisors of school libraries are being hired. When they are able to work out plans each school building will have as good library facilities as the funds will allow. The Library School of the University of Illinois through its Division of University Extension, has begun a cycle of three, three-hour courses for teacher-librarians. These are taught in at least three cities of the state each semester. They are also offered on the campus during the summer. There is developing a greater concern for library science courses in our

state teachers' colleges.* And the last beam is that a few classroom teachers are asking for varied library services for their instruction in a changing curriculum.

In many situations the "unlimited service library" described by Miss Welch in *Illinois Libraries,* January, 1949, is a new idea. It is a frontier. To have gained her standards even in the quantative sense is just reaching the boundary line of real library service. Our geographical frontiers may have disappeared in Illinois years ago, but our elementary school library frontiers are still with us. Our leaders in education are pointing the way to teaching in an enriched curriculum; the librarian should be with them in providing material and facilities for the best of teaching.

* Two summer programs have been reported from schools where books were available for circulation and story hours were held.

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SPECIAL LIBRARIES IN ILLINOIS

THE APPLICATION OF PUNCH CARD FILING IN A CHEMICAL LIBRARY

By (Mrs.) Isabella Anderson*

In the library of the Victor Chemical Works we are using a punch card system for filing abstracts of all technical literature pertaining to any of the compounds in which the members of our organization may be interested, either industrially or in research. These abstracts are obtained from literature searches which are prepared from time to time, or from the abstracts of current literature. We have a file of pertinent United States and foreign patent specifications which are also abstracted and filed on punch cards.

Punch cards are available in various sizes depending on the needs of the individual library; the card which we use is 5″ x 8″ in size. In Figue 1 it will be noted that the upper right corner of each card is cut off diagonally. This enables the user to tell when all the cards are in their proper position. The holes in each of the other three corners are never slotted. Thus, when any of the cards are reversed or are upside down, one of these unslotted corner

* Chemical Librarian, Victor Chemical Works, 141 W. Jackson Blvd., Chicago, Ill.

PRODUCT
CONTENT
APPLICATION
J. Faust
(L. Sonneborn Sons, Inc.)
2,349,785 (5/23/44)
CORROSION INHIBITOR FOR LUBRICATING OILS
A corrosion inhibitor is prepared by compounding with a lubricating oil normally corrosive to cadmium-silver and copper-lead bearings, which comprises reacting a mahogany petroleum sulfonate such as alkali and alkaline earth metal mahogany petroleum sulfonates in from 10-50% solution in a petroleum hydrocarbon lubricating oil of between 45 and 100 Saybolt viscosity at 210° F. with 5-30% phosphorus pentasulfide at a temperature between 375 and 400° F.
VICTOR CHEMICAL WORKS - CHICAGO HTS. ILL.
COUNTRY
PUBLICATION DATE
SOURCE OF MATERIAL
AUTHOR
COMPANY NAME

holes will protrude above the diagonal corner. These cards can then be needled and replaced in their proper position.

As each code is determined it is entered in the proper box at the right end of the card. This is a time-saver in that it allows continuous punching of a number of cards at one time without having to stop to determine each code. Coding in this manner also eliminates a number of errors which might result if the punching were done directly from each code file. If there is no code to fill in for a particular reference, a check mark is put in the box to show that it was not overlooked.

The holes available for numerical coding are broken down into groups of six holes each. Each group is called a "field," and the holes in each field are labelled V 7 4 2 1 0. It is possible to punch out the numbers 0 through 9 in each field as follows:

Number Desired	Combination of Holes Punched
0	0
1	V and 1
2	V and 2
3	2 + 1
4	V and 4
5	4 + 1
6	4 + 2
7	V and 7
8	7 + 1
9	7 + 2

In the case of the numbers 1, 2, 4 and 7 above, the "V" means "single figure." Thus, needling V and 4 yields only cards slotted for 4 and not cards with numbers of which 4 is a part (4 + 1 = 5 or 4 + 2 = 6). By using two or more fields as units, tens, hundreds, etc., groups of larger numbers may be obtained. Hence, two fields working together will give the numbers 0 through 99, three fields will give the numbers 0 through 999, etc.

Where alphabetical coding is used, the holes are labelled with letters of the alphabet instead of the V 7 4 2 1 0 described above for numerical coding. By assigning one hole to each of the vowels and one hole to every two consonants, except at the end where x, y and z are assigned jointly, only 15 holes are necessary to cover the entire alphabet. The 16th hole is marked "dup" to take care of duplication of letters in the code, as well as cases where it is necessary to punch two consonants which have been assigned to the same hole.

It should be noted that one section of our card has been labelled with both the letters of the alphabet and also with three fields of V 7 4 2 1 0. This will allow either alphabetical coding or numerical coding of any additional material we may wish to include on our card in the future.

A brief mention of some of the equipment used in handling punch cards is as follows:

(a) A small hand punch is used to slot the holes along the sides of the card to indicate the desired code numbers in their proper places.

(b) "Card savers" which are strips of gummed paper punched to coincide with the holes in the cards may be used to repair torn holes or to correct mistakes.

(c) A metal tray with slanting sides and open at one end is used to straighten a stack of cards for sorting so that the holes are in proper alignment.

(d) Single sorting needles are used for direct sorting where it is desired to punch for only one or two holes at a time. However, when it is necessary to sort for more than two holes, it is advantageous to use the multiple sorter which makes it possible to punch several fields or codes at one time along one side of the card.

In establishing a punch card system a considerable amount of study is required in order to decide what material should be included and what design and arrangement of the card should be. The needs of the individual library and the people it serves must be studied very thoroughly. In our case we consulted with the men of our research department to determine the type of material each one felt they would need to search for. Their suggestions were particularly helpful in setting up the product code described below.

The card should be designed so that information of similar nature can be coded and punched on one side or at least in the

same general area of the card. For example, the following information for any reference is for the purpose of identifying it.

Author
Co-Author
Source of Material
Date of Publication
Company Name
Country of Origin

Our card is arranged so that the author, the symbol indicating a co-author, source of material and date of publication are all punched on one side. This enables one to sort for any or all of this information at one time if necessary. The company name is found on the end of the card near the author code while the country of origin is located on the opposite end of the card near the publication date. Likewise, the subject matter of the abstract is covered by the following three codes: *product, content* and *application.* These three codes are punched along the top of the card making it possible to sort for any or all of this information at the same time if necessary.

Author

The name of the author is coded and punched by using the following three letters:

The first letter of the first name
The second letter of the last name
The last letter of the last name.

Name	Code
*J*acob Faus*t*	JAT
*B*ert H. L*i*ncol*n*	BIN
Clarence M. Loa*n*e	COE
*E*rnest F. E*n*gelke	ENE
*B*ruce B. Farrington	BAN
*M*ax E*n*gelma*nn*	MNN
*W*illem J. D. van Dij*k*	WAK

In the above examples it will be noted that the names Ernest F. Engelke (ENE) and Max Engelmann (MNN) both have a duplication of letters in the codes. In punching these codes on the card, it is necessary to use the hole marked "Dup" which is at the end of the author alphabet (see K on sample card). In a few rare cases the code for the author's name may be the same three letters. For example, in punching for a name having the code EEE only two punches can be used, that is, the letter "E" and "Dup".

This method of coding names has been proven to give fewer duplications of letters than other methods. However, there are two disadvantages to this method. One is that the cards cannot be sorted alphabetically by author, and the other is that in looking for a reference by author, the first name is not always known.

Co-Author

Co-authorship is indicated by marking an "X" in the box immediately below the three letters of the author code. If no co-authorship is involved, this is shown by drawing a diagonal line through "Co-" (see F on sample card). However, it is impossible to punch the names of the junior authors or patentees, but the existence of a co-author is indicated on our card by punching out the hole marked "Co-" in the lower right-hand corner of the card. Thus, in most cases after obtaining the cards with the proper senior author and with the co-author hole punched, hand sorting for a specific reference is not too difficult.

Company Name

The name of the company refers to that company to which a patent is assigned or from which an article is contributed. As each new company is encountered, the name and the code number assigned to it are entered on a small file card, and filed alphabetically for reference in future coding. A large group of blank cards stamped with unassigned numbers is kept at the end of this alphabetical file. This not only facilitates coding but also eliminates duplication in the assignment of numbers. We have found this to be a convenient method in setting up the code since it makes possible the easy addition of new company names as code numbers are assigned to them.

As an example, the company, L. Sonneborn Sons, Inc., named on the sample card as the assignee, is coded and punched 819, this number having been obtained from the

company code. As explained under numerical coding, the four fields which have been allowed on our card for punching the company name work together as units, tens, hundreds and thousands and enable us to code a total of 9,999 names. In the case of 819 assigned to L. Sonneborn Sons, Inc., zero is punched in the thousands field. This means that only those cards punched 819 will fall when needled and not those punched for 1,819, 2,819, 6,819, etc. The holes 7 and 1 are slotted in the hundreds field for the 8; V and 1 in the tens field for 1; 7 and 2 in the units field for 9.

Source of Material

The source of material refers to the publication in which the original article appeared or in which an abstract of the article or patent was given. The name of each publication and its assigned code number are recorded on a 3″ x 5″ card. These cards are then filed alphabetically for ready reference in future coding. However, in the case of United States patents it is assumed that the abstract was first obtained from the *Official Gazette of the United States Patent Office*, and can always be found again by referring to the "Gazette" or to *Chemical Abstracts*. Therefore, to save time and unnecessary punching no code number has been assigned to the *Official Gazette*.

Date of Publication

The date of publication refers to the year in which the original article was first published or the year in which the patent was issued. The first two figures are punched in the proper place (either 18 or 19) and the last two figures are punched in their respective fields. For example, in punching 1944 the hole marked 19 is punched. The first "4" is punched in the tens field, and the last "4" in the units field.

Here is one weakness in the design of our card. There are a few abstracts of articles or patents dated before 1900; however, there are so few that usage of the cards has proven it is definitely wasted space to have the two holes labelled 18 and 19. In practice we have found it satisfactory to sort for the last two numbers of the year only.

Country of Origin

We can also sort for the country of origin, meaning the country in which a patent was issued or in which the original article was published.

Sometimes it may be necessary to trace a certain article or patent when all we know about it is the product and/or application, and that it first appeared in a foreign country, Great Britain for example. Without this portion of our card, all we could do would be to sort the cards for product and/or application and then hand sort for the particular British reference we were searching for. In some cases hand sorting would not be too difficult, but in others it could be a very tedious job. However, sorting for the British reference from a large group of cards on one product and/or application may narrow down the hand sorting job considerably or it might even eliminate it entirely.

It may be noticed that coding of the countries on our card is limited to the numbers 0 through 9. Based on a survey of our files we decided to assign specific code numbers to the United States, Canada, France, Germany, Great Britain, Russia and Switzerland. This left only two unassigned numbers, one of which was made available to all Scandanavian countries, and the other was coded miscellaneous to cover all other countries not specifically assigned a number.

Product

Three fields on our card have been allowed for punching the product code, thus permitting us to code a total of 999 products. This code includes all chemical compounds in which "Victor" might be interested either industrially or in research. A considerable amount of time and care was required in setting up this code. As was mentioned before, each member of our research staff was consulted as to what classes of compounds and what break-down of the classes would be helpful in his work. The product code is divided into two sec-

tions — phosphorus-containing compounds and non-phosphorus compounds. We are chiefly interested in the former. Each of these sections is then subdivided into classes of compounds and under each are listed the more important members of the class. Code numbers have been assigned to each of these more important compounds. In addition, a miscellaneous code has been established to cover less important compounds not specifically assigned their own code numbers, as well as those references which deal with the class as a whole rather than in detail.

As an example, the following is a part of our code which covers the phosphorus sulfides.

Sulfides

74 Phosphorus Sesquisulfide (P_4S_3)
75 Tetraphosphorus Pentasulfide (P_4S_5)
76 Phosphorus Heptasulfide (P_4S_7)
77 Phosphorus Pentasulfide (P_4S_{10})
78 Other Miscellaneous Sulfides (P_2S_3, etc.)

The term "Other Miscellaneous Sulfides" is meant to cover those members of the sulfide group which have not been assigned their own code numbers and also those references referring to the general term "phosphorus sulfide" and not specifying any one particular sulfide.

On the sample card the product mentioned is phosphorus pentasulfide which has been assigned the code number 77. This number is marked in the coding box labelled "Product" on the right-hand side of the card, and then punched accordingly (see A on sample card).

Content

The information included in this code is as follows:

Code No.	Information Coded
1	Chemical Reactions
2	Determination, Estimation, Detection
3	Manufacture, Formation, Preparation
4	Naturally Occurring Substances
5	Physical Constants
6	Properties—General

On the sample card the code number written in the "Content" box and punched in the corresponding section (see B on sample card) is "1" indicating a chemical reaction in the abstract. In this case it is a chemical reaction of phosphorus pentasulfide with a mahogany petroleum sulfonate. It should be pointed out, however, that it is impossible to show by punching the compound with which the phosphorus pentasulfide reacts.

Application

Applications of the products listed in the product code are coded and punched according to the numbers given in the application code.

On the sample card, phosphorus pentasulfide (Product Code No. 77) chemically reacts (Content Code No. 1) with a mahogany petroleum sulfonate to prepare a compound which is used in the field of lubricating additives as a corrosion inhibitor (Application Code No. 89) (see C on sample card). A code number has been assigned to cover the field of lubricating oil additives in general. The subject is then broken down to cover additives with special characteristics, i.e. those used in lubricating oils as corrosion inhibitors (Application Code No. 89), antioxidants, extreme pressure agents, viscosity index improvers, etc. Sixteen such breakdowns have been made for the subject of lubricating additives alone, and each of them has been assigned an individual code number.

Article, Patent
Library
Micro, Pamphlet

Whether the information on the card was obtained from an article or a patent is indicated by punching either the hole labelled "A" or "P" in the upper left-hand corner of the card (see M on sample card). Information from any source except patents issued in any country is considered as an article. This includes quotations from books, clippings of any sort, pamphlets, etc.

If a copy of the original article or patent

is available in the Victor Library, the hole marked "Lib" in the upper right corner is punched (see P on sample card).

If a copy of the original article can be found in the microfilm file or the pamphlet file, this is indicated by punching either the hole labelled "M" or "P", respectively, in the lower left corner of the card (see N on sample card). The term "pamphlet file" includes not only pamphlets but reprints, clippings, etc. When the "Lib" is punched, but neither the "M" nor "P" is slotted to indicate that the article will be found in the microfilm or pamphlet file, then it is understood that the original will be found in the periodical itself (either in bound or unbound form) or in the book from which the reference was copied.

The usefulness of punch card filing is based on its versatility and the ease of getting the desired data from the file. Continued usage and practice with a large number of cards will disclose certain short-cuts which will enhance the utility of the system. For example, the theory behind the system is that the cards do not have to be filed in any certain order but can be dumped, literally speaking, into the drawer until such time when it is desired to use them again. Then by a few passes of a single sorting needle or by the use of the multiple sorter, the card or cards with the desired data can be readily obtained. However, it is obvious that the more cards there are, the longer the time required for sorting. As the size of our file expanded, we soon concluded that some method of filing would be most helpful in order to eliminate the necessity of always needling through the entire pack of cards to obtain the required data. Our problem was one of isolating a portion of the file before punching. Based on a thorough study of the codes and a review of our experience to date, we have arrived at a number of ideas for filing and cross-referencing which we hope will make it possible to obtain the desired information with a minimum amount of effort and in a minimum length of time.

The really true merit of our punch card system of filing is found in the preparation of literature and patent searches where a very thorough break-down of the products and of their applications can be accomplished. For example, sometime ago we made a patent search on the use of phosphorus compounds in the field of lubricating oil additives. Those who are acquainted with phosphorus chemistry or with lubricants will know that a complete break-down of either subject can become rather complicated. Under our old system of filing, such a thorough break-down would not have been possible since we did not have the space to allow for the indexing of subjects with just one or two references. But since we have space on our card for 999 products as well as for 999 applications, we were able to make a very thorough break-down of the two subjects. The research chemist who used the cards for this survey has stated that such a complete indexing of the cards was very helpful to him in his work.

A final example of the use of punch cards in our plant is in the work of one of our chemical engineers who has set up a separate file dealing with cost data, corrosion data, and apparatus and equipment, both pilot plant and full scale or plant size. He uses our regular library card, and his codes have been incorporated into those used in the library. However, the file itself is kept out in the plant where it can be referred to by him and those men in constant touch with the industrial problems encountered by our engineering department.

ILLINOIS ARCHIVAL INFORMATION

(This is the seventh of the series of articles about Significant Documents in Illinois history. These documents are in the custody of the Archives Section of the Illinois State Library.)

THE FIRST INCORPORATED BANK IN ILLINOIS, 1816

The Bank of Illinois, at Shawneetown, was incorporated by a private act approved December 28, 1816. The original charter has disappeared from the files of Enrolled Laws, but was replaced a number of years ago by this copy of the printed session laws, under special legislative permission to make the substitution.

The capital stock authorized was $300,000 of which $100,000 might be subscribed by the Territory or State of Illinois. Although the bank had ceased operations during the financial panic of 1821, the charter was "continued in force" for twenty years from January 1, 1837, to get around the constitutional provision that "there shall be no other banks or monied institutions in this state but those already provided by law, except a state bank and its branches which may be established and regulated by the general assembly of this state as they may think proper." The State subscribed $1,000,000 of the $1,400,000 capital stock of the reorganized bank. This corporation, like the two State Banks failed quickly through mismanagement, to the great financial embarrassment of the State, already bankrupted by its internal improvement program.

It was this Bank of Illinois whose directors traditionally refused a loan of $1,000 to Chicago because that town would never amount to anything.

An act to incorporate the President Directors and Company of the Bank of Illinois.

Be it enacted by the Legislative Council and House of Representatives of the Illinois territory, and it is hereby enacted by the authority of the same that a Bank shall be established at Shawneetown whose Capital Stock whereof shall not exceed three hundred thousand Dollars to be divided into Shares of one hundred dollars each one third part to remain open to be subscribed for by the legislature of this territory or when a state government shall be formed of which territory or state

to such part of the dividend of the said corporation in proportion to the amount actually subscribed by such territory or state which shall be divided into Shares of one hundred dollars each in the same manner as the individual stock is directed that subscriptions for constituting the said stock shall on the first Monday in January next be opened at Shawneetown and at such other places as may be thought proper under the superintendance of such persons as shall hereafter be appointed which subscriptions shall continue open until the whole capital stock shall have been subscribed for

Provided however, that as soon as there shall be fifty shares and dollars subscribed for, the whole and the same thereof actually paid in, the said corporation may commence business and issue their notes accordingly.

Sec. 2. Be it further enacted, that it shall not be lawful for any person or partnership or body politic, to subscribe for more, or so many shares as he she or they may think fit, nor shall there be more than ten shares subscribed for in one day by any person or partnership or body politic or the first ten days after opening the said subscriptions.

The payments of the said subscriptions shall be made by the subscribers respectively, at the time and manner following; that is to say, at the time of subscribing there shall be paid into the hands of the person appointed to receive the same, the sum of ten dollars in gold or silver for every share each subscribed for, and the residue of the stock shall be paid at such times and in such installments, as the directors may order; Provided, that no one installment shall exceed twenty five per cent, on the stock subscribed for, and that at least sixty days notice be given in one or more public newspapers of the territory; And

THE CHARTER OF THE OLDEST EXISTING BANK IN ILLINOIS

The Springfield Marine and Fire Insurance Company, chartered on January 28, 1851, by special act, is now the Springfield Marine Bank. The original capitalization was $100,000, subject to increase, at the discretion of the directors, to $500,000. The object of the corporation as defined in the charter, was "to make marine insurance upon vessels, goods and merchandise, freights, moneys, bottomry, respondentia, interest, and on all marine risks and inland navigation and transportation, and against all losses by fire of any building or houses whatsoever, and vessels on the stocks; and, also, to receive moneys on deposite, and to loan the same on bottomry and respondentia, or otherwise."

The insurance business was soon dropped for the banking interests. A grandson of Jacob Bunn, one of the founders, is now president of the bank.

An act to incorporate the Springfield Marine and Fire Insurance Company

Sec. 1. Be it enacted by the People of the State of Illinois represented in the General Assembly, That there shall be established in the City of Springfield, an Insurance Company to be called the "Springfield Marine and Fire Insurance Company."

Sec. 2. That such persons as shall become the Stockholders of said Company, shall be and they are hereby declared to be a body corporate and politic, by the name and style of the "Springfield Marine and Fire Insurance Company" and by that name shall have perpetual succession for the purpose of this act, and by that name and style shall be capable to contract and be contracted with, and be capable in law and equity to sue and be sued, to plead and be impleaded, answer and be answered unto, defend and be defended in all Courts and places in all matters whatsoever.

Sec. 3. The said Corporation may have and use a common seal which they may alter, change or break at pleasure and may also make and establish such by laws ordinances and regulations as shall in their opinion be necessary for the good government of said Corporation and the prudent and efficient management of its affairs: Provided the by laws ordinances and regulations of the same shall be in no wise contrary to the Constitution and laws of the United States or of this State.

Sec. 4. The capital stock of said Company shall be one Hundred Thousand dollars, to be divided into shares of fifty dollars each, to be paid in such installments as the Directors chosen under this act may from time to time direct, under such penalties as the President and Directors may in their discretion appoint

and order. The said Capital Stock may hereafter be increased to an amount not exceeding Three Hundred Thousand Dollars in the discretion of a majority of the Directors of said Incorporation, to be subscribed for and taken under the direction and superintendance of the President and Directors aforesaid or by any person or persons duly appointed by a majority of said Directors in the same manner as is provided for the subscription to the original Capital Stock. The Stock of said Incorporation shall be assignable and transferable according to such rules as shall be adopted in that behalf by the by-laws and ordinances thereof.

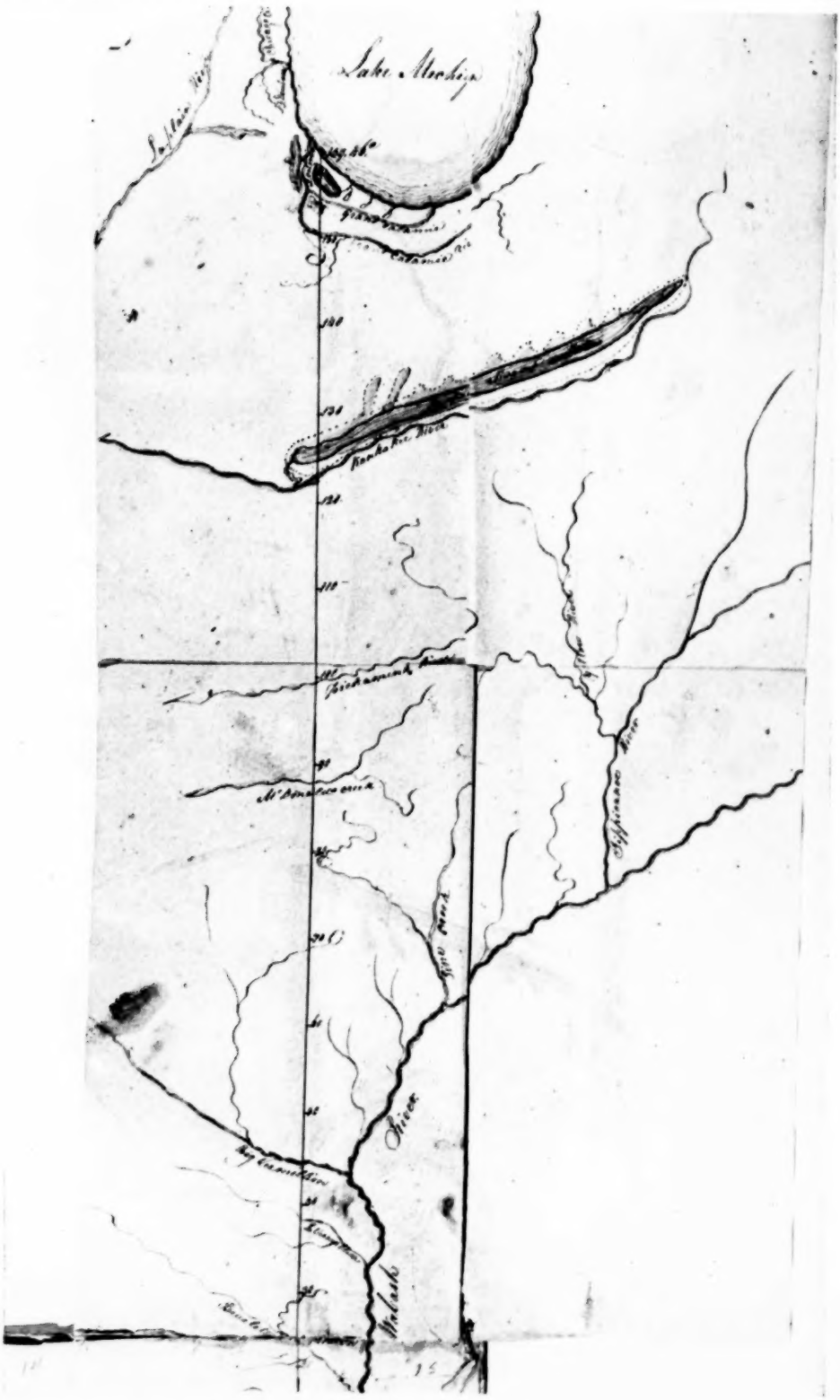
Sec. 5 — The Corporation hereby created shall have power and authority to make Marine insurance upon Vessels, goods and merchandise, freights, monies, bottomry, respondentia, interest and all marine risks and inland navigation and transportation and against all losses by fire of any Building or houses whatsoever and vessels on the stocks and also to loan monies on deposite and to loan the same on bottomry and respondentia or otherwise at such rates of interest as may now or hereafter be done by the existing Laws of this State; and they may also cause themselves to be reinsured against any Maritime risks upon which they shall make insurance and upon the interest which they may have in any Vessels, goods or merchandise or losses in virtue of any such insurance whether on bottomry respondentia, or otherwise on such terms or conditions as may be agreed upon by the parties and to fix the premiums and times of payment —

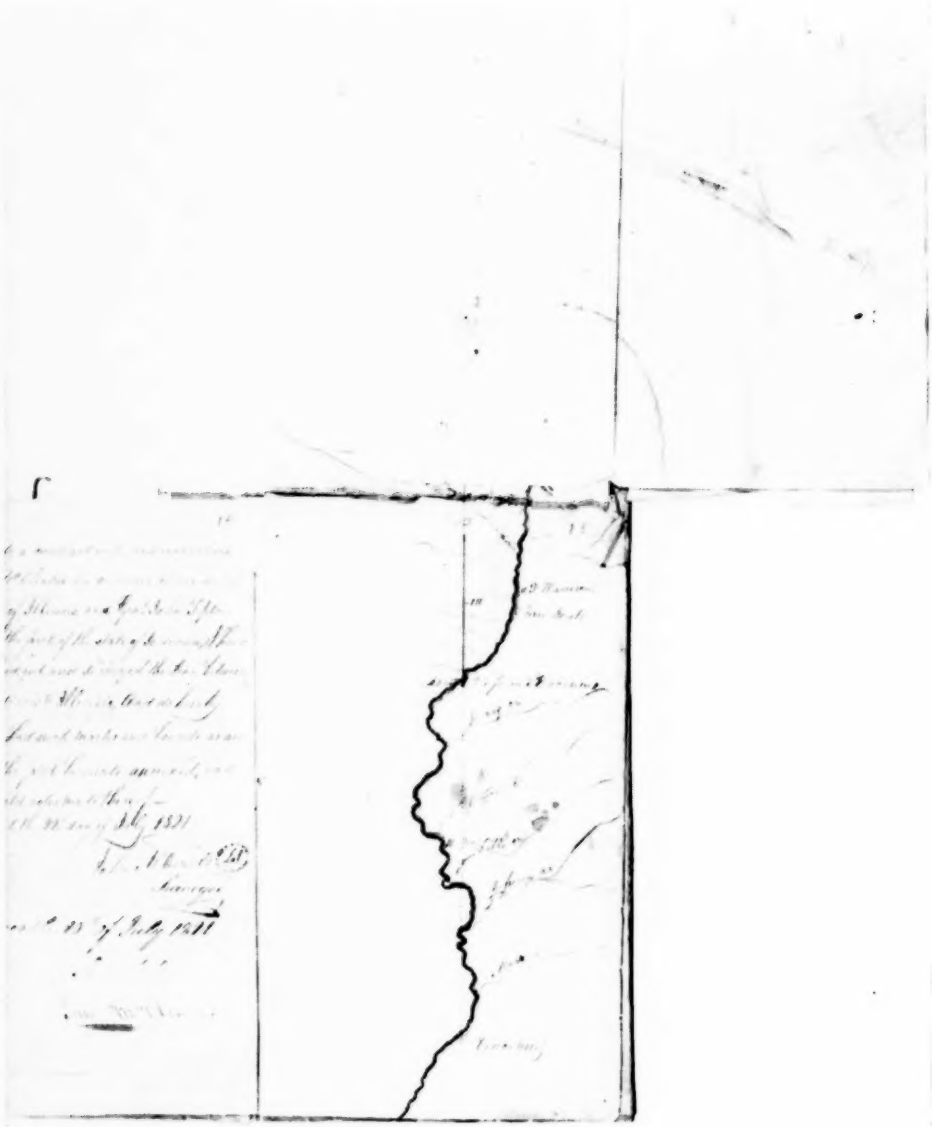
Sec 6 — All policies of insurance by them made shall be subscribed by the President or in case of his death or absence by the Vice President and countersigned by the Secretary of said Company; and all losses arising under any policies so subscribed and countersigned may be adjusted and settled by the President and Board of Directors.

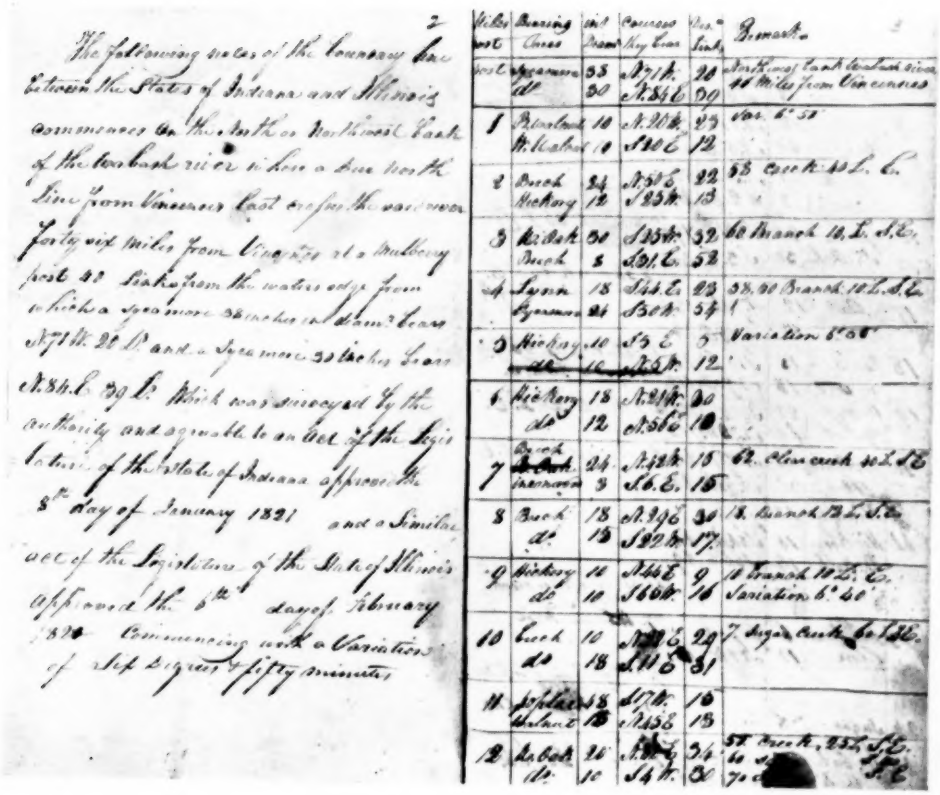
THE BOUNDARY LINE BETWEEN ILLINOIS AND INDIANA

Probably nowhere else but in America could two commonwealths get along without disputes over a boundary as vague as that between Illinois and Indiana. The boundary commences "on the North or North West bank of the Wabash river where a due North line from Vincennes last crosses the said river, 46 miles from Vincennes, at a Mulberry Post 40 links from the water's edge, from which a Sycamore, 38 inches in diameter, bears N 71° W. 20 links, and a Sycamore 30 inches bears N 84° E. 39 links." As the Illinois legislative committee to which the report of the Joint Illinois-Indiana Boundary Commission was referred in 1823 pointed out, "the starting point, if it can be called such, is the whole width from East to West of the Town of Vincennes." They called in the Illinois commissioner, who explained that "they had commenced the line at the Court House in Vincennes; but as the Commissioner on the part of Indiana conceived he had thus given this State an advantage; and fearful he might injure his political standing by stating the fact in the Report and the Field Book, refused to make any other return than such as your Committee has described."

The land involved is a strip half a mile wide and 167 miles long. Most of the boundary stones have disappeared, but the original starting stone set up at the water's edge was dug out of the river silt a few years ago, and reerected.


Lake Michigan
Fox River
Illinois





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The following notes of the boundary line between the States of Indiana and Illinois commences on the North or Northwest bank of the Wabash river where a due North line from Vincennes last crosses the same over forty six miles from Vincennes at a Mulberry post 40 links from the water edge from which a Sycamore 24 inches in diam.r bears N. 71 W. 20 D. and a Sycamore 30 inches Diam.r bears N. 84 E. 39 D. Which was surveyed by the authority and agreable to an Act of the Legislature of the State of Indiana approved the 8th Day of January 1821 and a similar act of the Legislature of the State of Illinois approved the 6th day of February 1821 Commencing with a Variation of Six Degrees & fifty minutes

Miles	Bearing Chains	Dist.	Courses by Chains	Var. Sides	Remarks
West	Vincennes	33	N 71 W.	20	North bank of the Wabash river
	do	30	N 84 E	39	46 Miles from Vincennes
1	Mulberry	10	N 20 W.	23	Var. 6° 50
	W. Elder	10	N 10 E	12	
2	Buck	24	N 50 E	22	53 Creek 40 L. E.
	Hickory	12	N 85 W.	13	
3	Red Oak	30	N 35 W.	32	60 Branch 10 L. S.E.
	Buck	8	N 31 E.	52	
4	Sycamore	18	N 44 E.	23	34. 90 Branch 10 L. S.E.
	Sycamore	24	N 8 W.	34	
5	Hickory	10	N 3 E	3	Variation 6° 50'
	do	10	N 15 W.	12	
6	Hickory	18	N 21 W.	20	
	do	12	N 56 E	10	
7	Buck	24	N 42 W.	15	62. Elm creek 40 L. E.
	Sycamore	3	S 6. E.	15	
8	Buck	18	N 39 E	30	18. Branch 10 L. S.E.
	do	13	N 22 W.	17	
9	Hickory	10	N 45 E	9	1 Branch 10 L. E.
	do	10	N 60 W.	16	Variation 6° 40'
10	Buck	10	N 26 E	29	7. Sugar Creek 60 L.E.
	do	18	N 10 E	31	
11	Whitelock	18	N 7 W.	10	
	Walnut	18	N 45 E	18	
12	Red Oak	16	N 80 E	34	55 Creek 25 L. E.
	do	10	S 41 W.	38	40 [illegible]
					70 [illegible]

AROUND THE STATE

What's News in Library Service

To Directors of State Library Extension Agencies and State School Library Supervisors:

By action of the A. L. A. Executive Board on September 30, 1949, the A. L. A. Employment Register was discontinued. This service has been offered since September 1, 1948 as an experimental substitute for the suspended Office of Placement and Personnel Records.

A review of replies to questionnaires sent after six months to the A. L. A. members listed and the employers who had used the lists left little doubt that the Employment Register did not adequately serve its purpose. Funds necessary to establish a service which would be fully equipped to meet the placement needs of the profession are not available. Consequently, the Executive Board voted to discontinue present efforts pending the time when a thoroughly satisfactory placement service may be possible.

A notice similar to this letter is being sent to A. L. A. members listed by the Employment Register and the library employers who have recently used the lists. The members listed have been reminded that their library schools and some state library extension agencies offer placement service. The Executive Board hopes that the library schools and state library extension agencies will give special consideration to the strengthening of their services.

Sincerely yours,
(Signed) JOHN MACKENZIE CORY,
Executive Secretary.

[EDITOR'S NOTE: The Illinois State Library has conducted a placement service for many years. It has been used both by Directors of libraries having a staff vacancy and by persons in library work interested in a change of positions. The Illinois State Library is continuing this service for which there is no charge. If you are interested in a position or need a staff member, write Illinois State Library, Administrative Office, Springfield.]

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The American Library Association has just published *Education for Librarianship*, edited by Bernard Berelson ($4), which comprises the papers and discussions by librarians, non-librarians, and library school faculties at the 1948 Library Institute at the University of Chicago. Ernest Calwell and Ralph Tyler, (University of Chicago), and Clarence Faust, (Stanford University), are among the contributors, as well as many specialists in the library field. A consideration of professional training as carried on in any university is followed by a brief historical resume of library training here and abroad. Full consideration also has been given pre-professional training, the library school general curriculum, training of non-professional workers, and the administration of the entire program.

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Audio-Visual School Library Service by Margaret I. Rufsvold also recently published by the American Library Association ($2.75) is a handbook in a newly important field. It is an answer to some fundamental questions regarding the role of the school librarian in the audio-visual field with special attention to the cataloging, organizing, and distributing of audio-visual material according to standard library practices, and the reference uses of these materials in the library by individuals or groups. The book contains selected bibliographies, lists of physical equipment, and sources for selection and evaluation of materials. Of such general interest that its usefulness is not restricted to schools.

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Ina L. Hawes and Rose Eisenberg, of the Bibliography Division of the U. S. Depart-

ment of Agriculture Library, Washington, were announced as joint recipients of the Oberly Memorial Award, given by the American Library Association to the compiler of the best bibliography in the field of agriculture or the natural sciences.

The award, granted at two year intervals, consists of income from a capital fund contributed to the American Library Association as a memorial by the colleagues of Eunice Rockwood Oberly, late librarian of the Bureau of Plant Industry, U. S. Dept. of Agriculture. Twelve awards have been made by the A. L. A. since the establishment of the fund in 1925.

The bibliography selected for the 1949 award by the Oberly Memorial Fund Committee of the A. L. A. is on aviation and economic entomology, published in April, 1947, by the U. S. Dept. of Agriculture.

Miss Hawes and Miss Eisenberg accepted the award in person at the American Library Association conference in Atlantic City.

JOHN COTTON DANA PUBLICITY AWARDS, 1949

THE 1949 JOHN COTTON DANA PUBLICITY AWARDS CONTEST is the fourth annual competition sponsored by the *Wilson Library Bulletin* in cooperation with the A. L. A. Public Relations Committee. This year, because of the regional conferences, scrapbooks were judged in New York, and awards are presented at the regional conferences in which the winners' states are represented. As far as possible, scrapbooks will be on display at regional conferences.

More than 30 scrapbooks were submitted this year by a variety of types and locations of libraries. So many books were entered by county libraries that a new division was recommended by the judges, and four awards and one honorable mention were granted to libraries of this type.

Entries varied considerably from the volumes which were obviously scrapbooks of the year's publicity to those which took pertinent cross sections, indicating the purpose, cost, use, and result, as requested in the contest instructions. Some of the latter revealed a real grasp of the library's role in its community and a well planned publicity program to augment the library's services and the public's use within that role.

The judges, who based their selections upon John Cotton Dana's pioneer policies of aggressive service to the community and the publicizing of this service to increase public use, included: Miss Janet Zimmerman, supervisor of public libraries for the state of New Jersey; Edward L. Bernays, adjunct professor of public relations at New York University; and Edward Fahey, trustee of the Irvington, New Jersey, Public Library, and last year's president of the Library Public Relations Council. Awards to be presented at the appropriate A. L. A. regional conferences include:

PUBLIC LIBRARIES—SMALL

To the FREE PUBLIC LIBRARY, SUMMIT, NEW JERSEY for the well planned use of the library as the focal point of community interest and for a convincing demonstration of the excellent results from enlisting the aid of professionals in ably publicizing the library to the varied facets of the community.

HONORABLE MENTION

To the MONTEREY PUBLIC LIBRARY, MONTEREY, CALIFORNIA for developing within the community an awareness of the wide coverage of library service through an effective and continuing program of publicity.

PUBLIC LIBRARIES—MEDIUM-SIZE

To the CAMBRIA FREE LIBRARY, JOHNSTOWN, PENNSYLVANIA for extensive newspaper publicity creating widespread stimulation of community interest in the extension of library service as evidenced by greatly increased use.

PUBLIC LIBRARIES—LARGE

To the MILWAUKEE PUBLIC LIBRARY, MILWAUKEE, WISCONSIN for "telling the library story" on a broad front of the many interests of the members of the community and for the effective use of varied publicity methods and media for this purpose.

HONORABLE MENTION

To the OKLAHOMA CITY LIBRARIES, OKLAHOMA CITY, OKLAHOMA for good newspaper coverage in presenting to the community varied library activities and services.

COUNTY LIBRARIES—SMALL

To the CARBON COUNTY LIBRARY, RAWLINS, WYOMING for pioneering publicity work in bringing the value of books and other library services to the people of Carbon County, and for the dynamic presentation of how the library serves a population equivalent to Hudson, New York, in a territory larger than the combined area of Delaware, Connecticut, and the District of Columbia.

COUNTY LIBRARIES—MEDIUM-SIZE

To the SNOHOMISH COUNTY LIBRARY, EVERETT, WASHINGTON for an impressive presentation of varied and attractive publicity techniques, geared to the needs and desires of a rural community with strong regional interests.

COUNTY LIBRARIES—LARGE

To the CUYAHOGA COUNTY PUBLIC LIBRARY, CLEVELAND, OHIO for publicity indicating that the library is a broad dynamic social force in the community, making itself felt as a vital catalyst in developing the community to meet its obligations to democracy.

COLLEGES AND UNIVERSITIES

To the BROOKLYN COLLEGE LIBRARY, BROOKLYN, NEW YORK for pointing the way in publicity methods for college libraries, a great new and promising field for library publicity.

SPECIAL AWARDS

To the CAIRO PUBLIC LIBRARY, CAIRO, GEORGIA for the imaginative and friendly introduction of an inspiring concept of library service into every corner of the life of a small community, at unbelievably low cost through local cooperation—in itself a planned part of the publicity program.

To the LOUISVILLE FREE PUBLIC LIBRARY, LOUISVILLE, KENTUCKY for exploring and demonstrating the advantageous library use of progressive non-book services such as television, radio, and films.

To the ST. LOUIS COUNTY LIBRARY, OVERLAND, MISSOURI for a publicity exhibit that shows how effective strategy in a counterattack "fight for life" can be combined with a broad affirmative presentation of library values and services.

HONORABLE MENTION

To the CASS COUNTY LIBRARY, HARRISONVILLE, MISSOURI for a successful county-wide newspaper campaign to maintain the newly established county library in the face of strong opposition.

Some seek information—

Some discuss problems—

Some read, and—some just relax.

Entrance to Exhibit.

Mrs. Villanouva, librarian from Manila, P. I. visits exhibit with Mrs. Langston.

ILLINOIS STATE LIBRARY EXHIBIT AT THE 1949 STATE FAIR.

After serving as librarian of Abbott Laboratories since 1925, Miss Edith Joannes has relinquished some of her duties but will remain on the staff as associate librarian.

Walter A. Southern is the new librarian. He came to Abbott from the Dearborn Chemical Company of Chicago, where he was research librarian.

Southern received his A.B. from the University of Wisconsin in 1942 and his A.B.L.S. from the University of Michigan in 1943. He has been head librarian for the U. S. Steel Corporation of Delaware at Pittsburgh, Pa.; head of the reference and circulation departments of the University of Illinois library, Chicago undergraduate division, Chicago; head of the research department, Engineering Societies Library, New York City, and librarian, Bureau of Visual Education, University of Wisconsin. He is a member of the American Library Association, the Special Libraries Association and the American Marketing Association.

Miss Joannes became librarian at Abbott 24 years ago when the company moved from Ravenswood, a suburb of Chicago, to North Chicago. She is a member of the American Library Association, the Special Libraries Association, the Illinois Library Association and the Medical Library Association.

* * * * *

Laura C. Libutzki, chief, Extension Services of the Illinois State Library, and Peter A. Langston of DesPlaines were married Tuesday, November 1, at Springfield.

The couple has purchased a house in Springfield and will make their home in that city.

Mrs. Langston will continue as chief, Extension Services of the State Library. She has held that position for about the last year, and has been a member of the State Library staff since April, 1948.

* * * * *

Mary Hewes, who has been librarian of the Winnetka Public Library resigned after one month short of 36 years of service. Miss Hewes who was raised in the Winnetka area, was a graduate of the University of Illinois Library School. In 1913 when she began work in Winnetka, the library had a book collection of 8,508 volumes and an annual circulation of 18,000. The book collection now is 48,759 with an annual circulation of 117,000. In accepting her resignation, the Directors of the Library wrote: ". . . Those of us who have, so recently, become associated with the work of the library feel that we must express the appreciation of all our predecessors on the board as well as our own, and that of the citizens of the village.

Your many years of faithful and inspired leadership will ever serve as a splendid example for those who will carry on your work and ours.

You would, perhaps, be surprised at the number of people who are well aware of the extreme competence with which you have kept the service of the library in the finest Winnetka tradition. We are most grateful to you.

The acceptance of your resignation is sent with the deepest regret and with the hope that you will find it possible to continue with us until the end of 1949. . . . We have relied on you for a very long time and the change will be a difficult one, as we give up the privilege of working with you."

* * * * *

Sue Osmotherly who has been the first assistant and associated with Miss Hewes for a number of years, has been named librarian to succeed her.

* * * * *

The American Library Association honored Robert B. Tunstall, lawyer of Norfolk, Va., at its conference in Miami Beach, Fla. The Association conferred on Mr. Tunstall its Citation of Merit in recognition of his many years of service to the library cause in Virginia.

Mr. Tunstall is chairman of the board of the Virginia State Library, and a trustee of the Norfolk Public Library. The Norfolk library, the State library, and the library of the University of Virginia have benefited by his support of increased budgets, more efficient housing, better legislation, larger book selections, extension of service through better staffs and through state aid grants.

as well as through his helpful legal advice.

The American Library Association upon recommendation of its Jury on Citation of Trustees, honors two library trustees annually for distinguished service during the preceding year. Mrs. A. J. Quigley, Seattle, Wash., is chairman of the Jury which selected Mr. Tunstall. Sixteen trustees have been previously honored since the first citations in 1941, in national recognition of the valuable voluntary services to libraries given by such trustees as a public service.

* * * * *

To what extent do we discriminate against minority groups? What has been done, what is being done, what should be done? Discrimination is an ugly word in a democracy and these are pertinent questions. Yet they are questions that inspire Congress not to reasonable discussion but to filibuster.

There is no easy solution as the new book, *Equality in America: The Issue of Minority Rights* (259p. $1.75. H. W. Wilson Company, N. Y. 52) points out. The book is a compilation in the Reference Shelf series of authoritative, if divergent, opinion on what could and should be done. Spokesmen are given space to present briefs for the North, the South, the Churches and other groups. That there is discrimination, especially against the Negro, no one denies, and the opening articles in the book point up this discrimination in voting, churches, schools, housing and in jobs.

The second section of the book is headed "Suggested Remedies." It is made up of thirteen articles describing what has been done, what should be done—and the difficulties. That progress has been made is undeniable; that it has been painfully slow many think is equally self-evident. Since the riots of 1943, over 267 communities have set up official or unofficial race relations committees. Thirty-three states have appointed governors' commissions and some 118 national organizations are devoting either major or secondary attention to the problem.

The wartime Fair Employment Practice Committee (FEPC) did, during its existence, reduce racial discrimination by employers. New York and New Jersey have FEPC statutes, and Chicago, Cleveland and other cities have FEPC ordinances. FEPC applies to labor organizations as well as employers, but major unions in a number of localities in recent years have not made race a qualification for membership.

Experiments in inter-racial public housing are proving successful. Four states have abolished the poll tax within the last twenty-seven years. Certainly both the social and economic status of the Negro have been improving. Should this improvement toward equality be accelerated and if so, by what means? It is on these points that there is disagreement among the authorities in the book. Read their arguments before forming your own opinion on the subject of race relations, which not long ago was held to be second in interest only to the United Nations in a poll taken by a national radio forum.

* * * * *

Three library awards sponsored by Mrs. Ada P. McCormick, editor and publisher of *Letter* magazine, Tucson, Arizona, were announced and presented by the American Library Association at its conference in Miami Beach, Florida.

The Louisville, Kentucky, Public Library, the Trinidad Public Library, Port-of-Spain, Trinidad, B. W. I., and Senor Galileo Patino, director of the Biblioteca Nacional of the Republic of Panama, were chosen to receive these awards by a special ALA committee, of which Robert D. Franklin, Public Library, Toledo, Ohio, is chairman.

The *Letter* awards consist of a special certificate and $100 each, and are offered by the donor and presented by the American Library Association to librarians for human qualities of service in librarianship, and to libraries for distinguished service in the development of enlightened public opinion on issues of current or continuing importance.

The citation of the Louisville Public Library, Clarence R. Graham, librarian, was presented:

"For unique advances in extending library services through the newer

mediums of communication, moving pictures, sound recordings, radio and television; for its successful establishment of "neighborhood colleges" set up in six branch libraries, in cooperation with the University of Louisville, to provide mature men and women with an opportunity to acquire an education with college credits, in social and natural sciences, English, and the humanities; and for its extension of Main library facilities to all citizens regardless of color, together with the presence and reappointment of a Negro to its Board of Trustees."

The Trinidad Public Library, Port-of-Spain, was cited:

"For extraordinary efforts and achievements, in cooperation with the British Workers Education Movement, in bringing self-educational facilities to the British, Hindus, Negroes, Portuguese and other peoples of Trinidad, especially the children. The librarian, Carlton N. Comma, has been a leader in the whole educational movement, making the Trinidad Library the center of it. The children's librarian, Miss Annie Spencer, with the advice and assistance of librarians in the United States, has as far as financial resources permitted, made children's reading widely popular in the island. Librarian Comma made a personal campaign in the island to raise funds for a new library wing and for books, and toured libraries in the United States to raise additional funds."

Galileo Patino was chosen for the award to a librarian:

"For outstanding public relations work in Panama, through which he has made the National Library a dynamic force for educational development in Panama. Sr. Patino established citizen's committees to obtain furniture for the library. To obtain the gift of private book collections, he provided library exhibits at farm fairs and commercial store window displays. Sr. Patino is also developing his library's services to scholars and researchers and has arranged a series of courses for training of librarians in Central and South America."

Clarence R. Graham, librarian of the Louisville, Kentucky, Public Library accepted the award for that library. The Trinidad and Panama awards were received in absentia.

The Letter awards, established in 1946, have been given to three librarians and one library previously.

ILLINOIS STATE LIBRARY ACTIVITIES

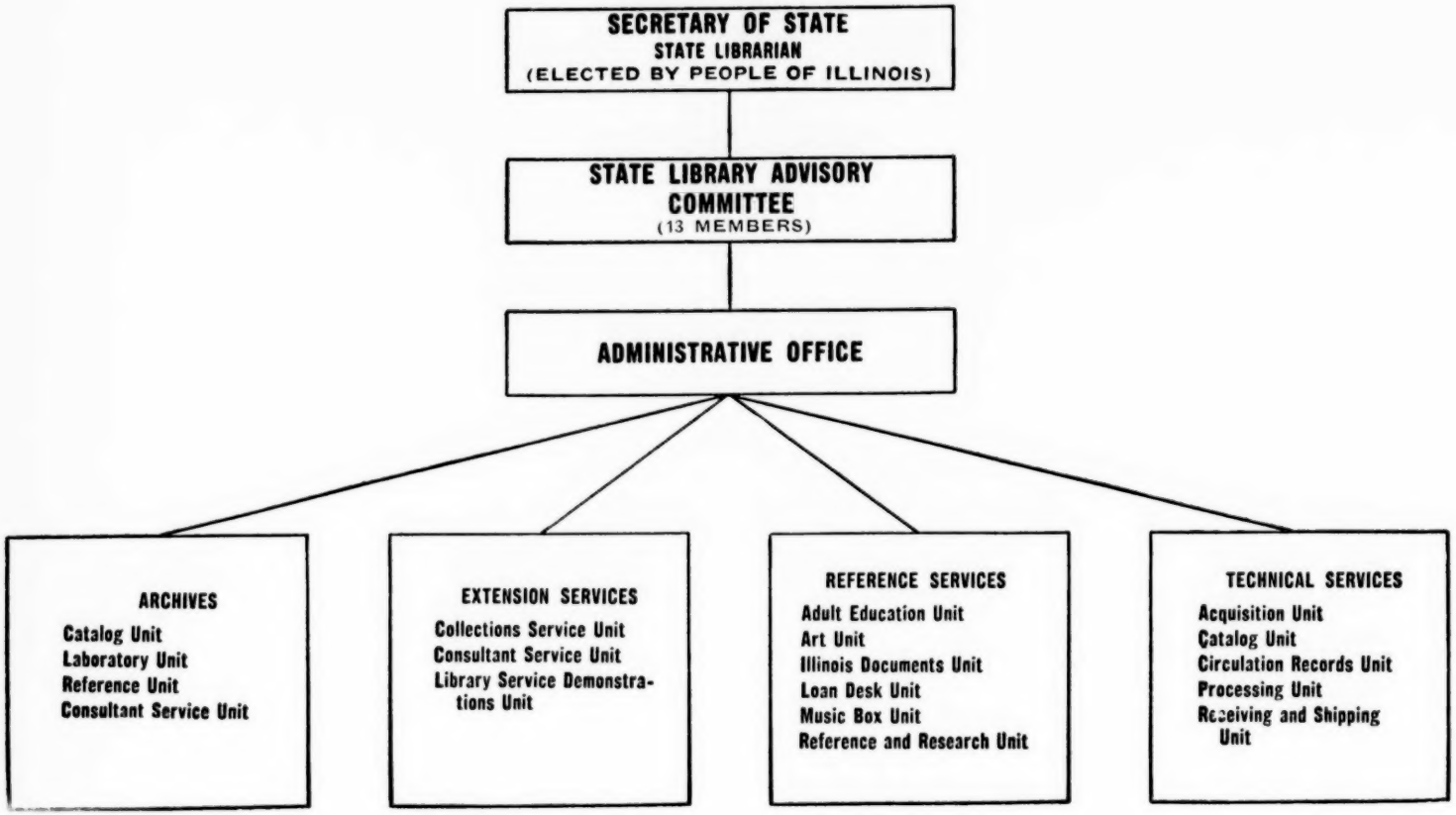
(July 1, through September 30, 1949)

Adult Education activities		
Enrollment in reading courses		70
Books lent		*688
Certificates granted		15
Audio-visual material lent		
Films		21
Pictures sent		10,502
Recordings		8,422
View master reels		8,402
Reference requests		
Archives requests	1,269	
Illinois documents	394	
Visual material	394	
General requests (including collections)	4,330	
		7,387
Bibliographies compiled and revised (exclusive of Reading Courses)		23
Reading material lent		
To individuals	17,860	
To schools, communities, etc.	171,422	
Issued from regional headquarters	63,590	
		252,872
Packages shipped		3,821
Exhibits (special and state-wide)		16
Consultant Service		
Visits to public libraries, school libraries		44
The Catalog		
Items cataloged		14,716
Items recataloged (including old material never processed)		5
Withdrawals		882
Staff		
Full time		118
Part time		2

RESOURCES

(As of September 30, 1949—not including archival material)

Books and bound periodicals	436,538
Documents and pamphlets	384,108
Pictures	41,945
Recordings	7,589
Current periodicals	993

* Included in total of "Reading material lent."

ILLINOIS STATE LIBRARY